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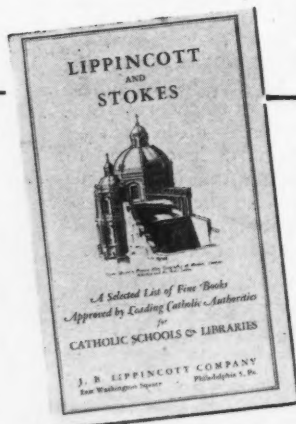
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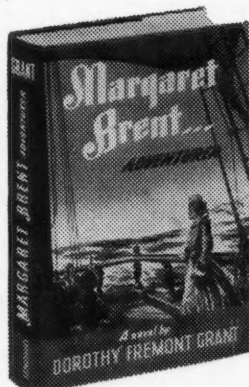
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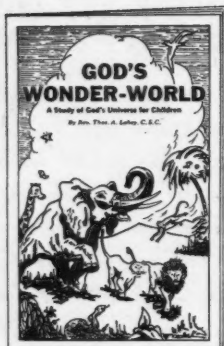
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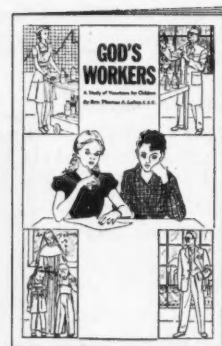
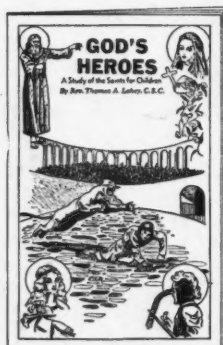
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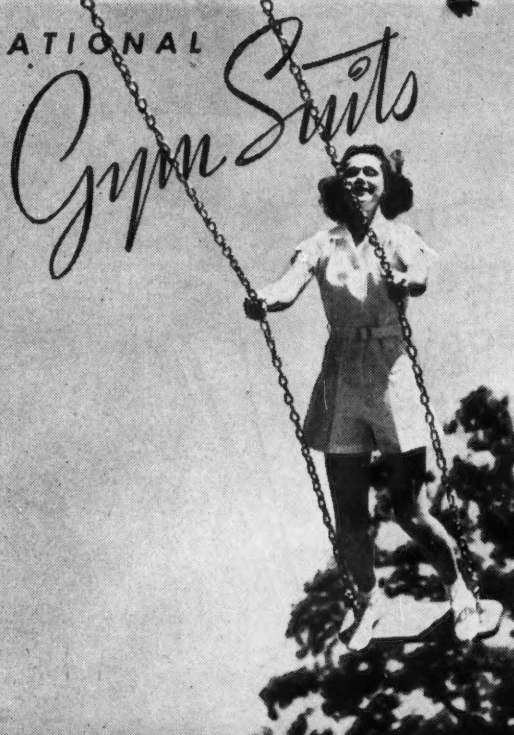
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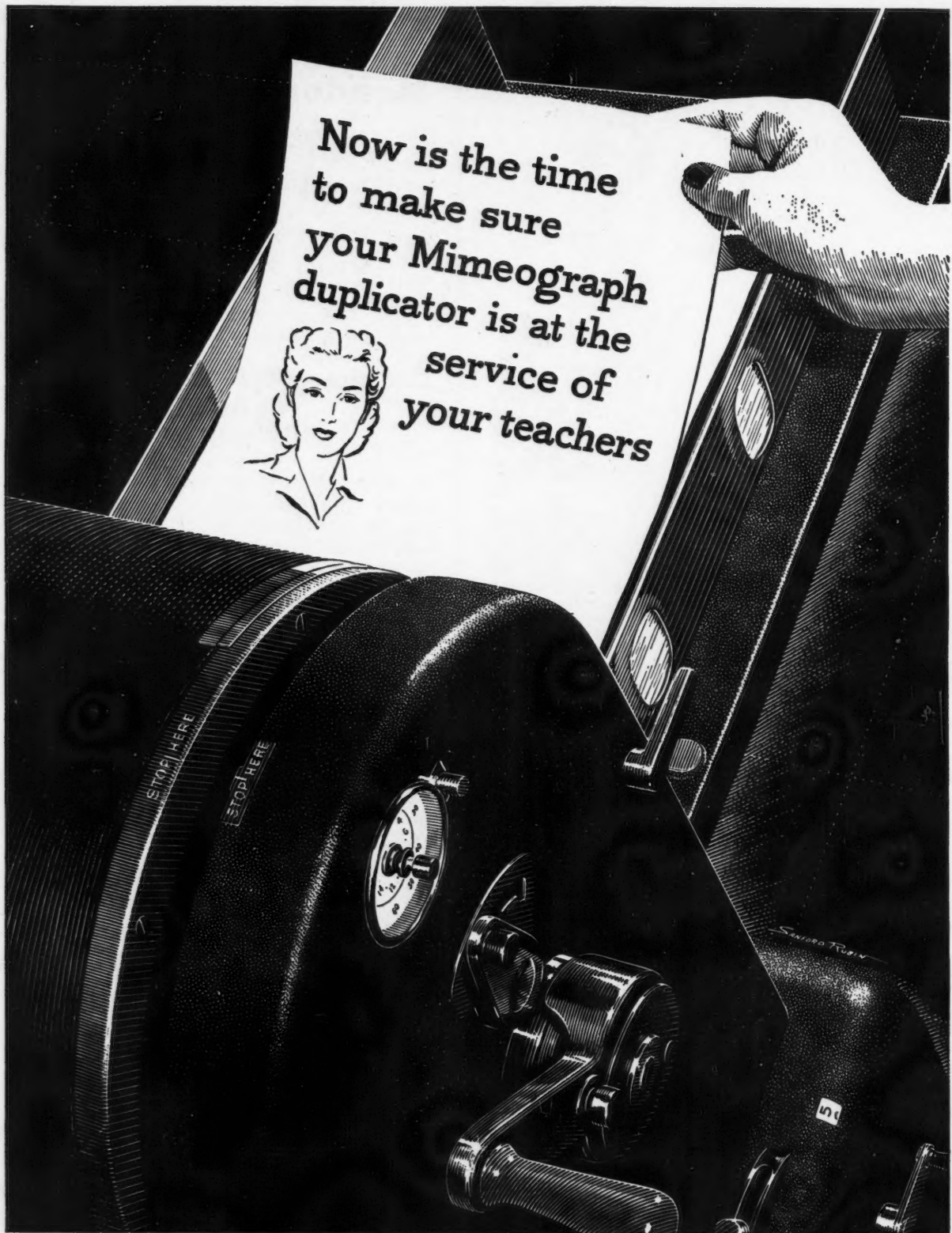
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November, 1944

Number 9

TABLE OF CONTENTS

EDUCATIONAL PROBLEMS

Personality and Mental Hygiene, <i>Bro. D. Vincent, F.S.C.</i>	245
Fostering Religious Vocations, <i>Sr. M. Eunice, O.S.F.</i>	247
Chaos in the Social Studies, <i>Harold Gluck, Ph.D.</i>	248
What Can the Social Agency Do for the School?, <i>Sr. M. John, O.S.F.</i>	249
Editorials	252

BOOKS AND LIBRARIES

The Library in Catholic Education, <i>Sr. M. Cleophas, S.L.</i>	250
The Effects of Reading on the Adolescent, <i>Sr. M. Corde Lorang, O.P.</i>	254
Book Characters Help Uncle Sam (Playlet), <i>Sr. M. Johnetta, F.S.P.A.</i>	266
Friends in Need (Playlet), <i>Frede Casper</i>	267
New Books of Value to Teachers	273
New Books for Children	274
Official Poster for Catholic Book Week, 1944	Insert

PRACTICAL AIDS

<i>High School</i>	
Spelling in the Geometry Class, <i>Sr. M. Pierre, C.S.A.</i>	255
The Disciplinary Value of Stenography and Typewriting, <i>Sr. M. Margaret Patrice, S.S.J.</i>	255
Visual Aids for the Life of Christ, <i>Bro. Cyril Marcus, F.S.C.</i>	257

Grammar Grades

Meet Our Presidents, <i>Sr. M. Gerard, C.D.P.</i>	256
Objective Tests in Arithmetic: Gr. IV, <i>Sr. M. Rosaline, C.S.A.</i>	259
Exploring the World Through Books, <i>Sr. M. James, O.S.B.</i>	261
A Unit on American Forests, <i>Sr. M. Adele, R.S.M.</i>	261
Letter Writing in the Junior High School, <i>John H. Treanor</i>	262
A Touchdown (Spelling), <i>Bro. Eugene Ledger, S.M.</i>	263
A Catholic-Action Project, <i>Sr. M. Elena, O.S.F.</i>	263
Correcting Defective Speech, <i>Sr. M. Bernadette, O.S.B.</i>	264

Primary Grades

The Value of Book Reports, <i>Sr. M. Edward, C.S.A.</i>	270
A Remarkable Shadow Picture, <i>Bernard Wirth</i>	270
A Thanksgiving Poster, <i>Yvonne Altmann</i>	271
A Prayer for Advent (Music), <i>Sr. M. Lenore, O.S.B.</i>	272
The Spelling Blind May Lead, <i>Sr. M. Francis Assisi, C.S.A.</i>	272

NEWS ITEMS

Catholic Education News	18A
New Supplies and Equipment	28A
Coming Conventions	30A

Article Index: Articles in the CATHOLIC SCHOOL JOURNAL are indexed in *The Catholic Periodical Index*; and in the Catholic magazine index of *The Catholic Bookman*.—Entered April 20, 1901, as Second-Class Mail Matter in the Post Office at Milwaukee, Wis., under the Act of March 3, 1879. Published monthly except in July and August. Copyright, 1944, by The Bruce Publishing Company.—**Subscription Information:** Subscription price, \$2.50 per year, payable in advance. Canadian postage, 50 cents; Foreign Countries, 50 cents. Copies not more than three months old, 25 cents; more than three months, 50 cents. Notice for discontinuance of subscription must reach Publication Office in Milwaukee at least fifteen days before date of expiration. Changes of address should invariably include old as well as new address. Complaint of nonreceipt of subscribers' copies cannot be honored unless made within fifteen days after date of issue.—**Editorial Contributions:** The editors invite contributions on education and on any subject related to the welfare of Catholic schools; e.g., methods of teaching, child study, curriculum making, school administration, school-building construction and upkeep. Manuscripts, illustrations, news items, etc., should be sent to the Publication Office in Milwaukee. Contributions are paid for at regular space rates.

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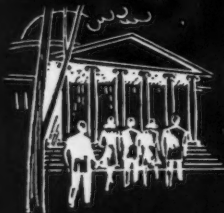
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The CATHOLIC SCHOOL JOURNAL

Vol. 44

NOVEMBER, 1944

No. 9

Personality and Mental Hygiene

Brother D. Vincent, F.S.C.*

THE favorite hobby of educators is writing books and defining education. Definitions of education vary, but most of them revolve around the idea of training the entire student for a full life, with secular education emphasizing physical and intellectual development for worthy citizenship and successful economic life, and Catholic education adding the concept of the development of the spiritual faculties of the soul and the training of character for virtue here and happiness hereafter. These definitions which insist on training the body, intellect, and character are overlooking one other department, that of personality—the importance of which is being forced upon us more and more each day.

Personality and Character

Wholesomeness of personality is difficult to define and still more difficult to measure, for our best tests still leave much to be desired. Probably the simplest and yet the most valid criterion of personality is just the ability to get along with other people and the ability to adjust to the changes in life. Personality may include—even be built on—character, but it is certainly something distinct from character, for we all know people who live rigidly by principle, who would never do anything wrong, yet who have sour and odd dispositions, quirks of behavior that reveal poor rapport with society and which make living with them far from the happy experience it should be.

We know that a wholesome, adjusted, attractive personality is important—indeed, a great asset in life—but we don't realize how very essential it is. We are hardly aware of the importance of this problem of personality to society at large, and still less do we understand where we as teachers fit into the picture. A brief glance at the facts may startle us a bit; it will surely reveal that we have some professional house cleaning to do.

Personality in Life

We are aware that in the business world personality is a commodity on the market and employers will bid high for it. But personality is a greater part of everyman's job than merely the ability to court the good

will of the people and increase the sales—a fact we don't realize. Part of our job is to train the student for successful economic life and to that end we insist on sound intellectual training and a facility in certain skills which later, we suppose, will have a dollar value to the employer. But, as a matter of fact, is this acquisition of knowledge and skill the answer? A study made two years ago revealed that, in the industries surveyed, out of every 100 who lost their jobs, only five lost them for lack of skill or inability to do the work; the other 95 per cent were dismissed for inability to get along with their bosses and co-workers and for a wide variety of emotional and neurotic reasons. The fact that bright students often fail in business and the slower reach the top is familiar to every teacher; part of the explanation lies above.

Personality in Emergency

We have long been conscious, too, that many people are leading inefficient and unhappy lives, that the constant necessity of readjusting to the difficulties and problems of life leaves many stranded, helpless wrecks along life's shore, and still many more drifting with more confusion than direction over its somewhat stormy seas. But it has taken the present war to show us what has really been going on. It is startling but true that in the present draft between 500,000 and 1,000,000 men have been rejected as unfit for mental, emotional, and neurotic reasons. These decisions are difficult for Selective Service to make but that they are important decisions to make and that these figures are by far on the conservative side is pointed out by the great number now being returned to civilian life because of inability to adjust mentally and emotionally to the demands of service life or combat. Medical circular No. 4 from General Hershey's office points to a study made of 2500 veterans of the present war discharged from military service and returned to one state. The medical survey found that approximately 40 per cent were discharged because they were suffering from

*Central Catholic High School, 4720 Fifth Avenue, Pittsburgh, Pa.

mental and emotional disorders which had incapacitated them for military duty, while 6.2 per cent suffering from such disorders were so ill that they had to be hospitalized. It was anticipated at the time of publication that 100,000 men would be discharged from armed forces during the year for nervous and mental reasons. More recently army psychiatrists, reporting in the publication *Military Surgeon*, urged more thorough and stricter psychiatric examination, asserting that in a study they made of men who "broke down" in their first battle experience only 9 per cent suffered actual wounds; the general cause of trouble was "inadequate personality." Air Commodore O. P. Symonds of the Royal Air Force, reporting in the *British Medical Journal*, noted that in a study of 2000 British airmen, 99 per cent suffered from various nervous disorders—disorders in which fatigue and physical factors played little part. Moreover, Congress has just recently put its finger on the problem of the thousands of men discharged who are now incapable emotionally of going back to their old jobs.

Personality Needs Training

American education blamed itself when the armed forces found American youth poorly prepared in mathematics and other fundamentals and we have gone to work on those deficiencies. How much of this condition can be blamed on our educational systems and our teachers? How much of it was due to traumatic experiences in school? How much more were these conditions present, at least in embryonic form, during school days when they might have been removed had notice and interest been taken during those days when the child's nature was so plastic?

This is not the place to discuss the nature of mental and emotional disorders but it is well known to psychiatric science that disorders of personality, far more than any other, are the result of training through childhood and youth. They are reactions to certain situations in life which have become typical and habitual. These situations are invariably the child's relations with his adult world, especially with his parents and teachers. Thus the child

psychiatrist invariably finds that the child who presents a psychological problem is either copying or reacting to some form of real maladjustment found in the parents, teachers, or adult associates, and the therapy usually lies there. Freud may be criticized for many things, but we can thank him for directing our attention to the fact that the seed of an adult neurosis or psychosis so often was planted in an early maladjustment to life—an adjustment that a little wise guidance or handling at that time might have helped.

Problems of the School

These problems are first the school's problems, for these difficulties are difficulties of the mind, disorderly habits of thinking; and the teacher's job lies directly with the training of the mind and the development of correct habits of thinking.

The school takes the child at his first faltering steps into socialization and turns him out years later a man to meet and solve all the problems of social living. During that time he grows not only mentally and physically but socially and emotionally. Social and emotional growth are the far more sensitive and delicate types of growth—growths more complex, more easily stunted, more easily damaged. The child's life is one of development from complete introversion to balanced extroversion. Through babyhood, the child is the center of a universe which turns all its attentions and interests toward him; he cannot exert an influence himself outwardly toward society in any way. School marks his first real opportunity to express himself and to act toward the outside world; he becomes part of a little society, must begin a series of little unselfish acts, must here and there begin to concede personal interests to those of the group, must learn to give as well as take. This beginning of extroversion increases all through school and takes real form with the awakening of the individual's consciousness that he is a vital part of the world and society which comes with adolescence and high school and later college. Thus he becomes more and more extroverted until finally, through marriage, the person's whole life becomes one centered in others, a life of unselfish work for family. That is the normal development, but at any point the child may become fixated or even retrogress.

Our Emotional Needs

There are other facts. In any normal growth there are certain prerequisite needs that must be met before growth can flourish. Biologically, we need fresh air, sunshine, rest, exercise, good food; if these are not satisfied we become ill. Psychologically and emotionally, we also have certain demands, the need for security, the need to love and be loved, to be recognized, to be important, the need to "belong," to compete with others on an equal basis. If these needs are not met, we develop mental and emotional disturbances. Further, the proper satisfaction of these needs is more important in the life of the child because his emotional life has not been tempered in the crucible of human experience.

An Introverted Personality

Any psychiatrist or teacher familiar with the problems that come to the clinician's office could point to hundreds of case histories where the mishandling and misunderstanding of the child in school has twisted and distorted the

child's whole inner life. A classic example appeared in a well-known New York clinic last year. A healthy, attractive boy of 15 was brought to the clinic with a personality completely introverted, an inferiority complex solidly crystallized and a social adjustment on about the eight-year level. He was shy, retiring, cried continuously, was sensitive and backward and had no friends. He kept to himself in public and at home locked himself in his room and stared out the window or at the wall for hours. At times he went into hysterical outbursts, was antagonistic to his brothers and sisters and parents; believed he was dumb, queer, "a problem," would never amount to anything and that nothing could be done for him. He threatened suicide. He wanted to believe the few good points and successes he had, but was convinced they could not happen to him. The boy's history shows that he was sensitive and nervous and probably went to school before he was ready for it, but, when he did start to school, many years of misunderstanding began; there were early trips to the dunce stool; ribbons were tied in his hair and his face powdered in ridicule. There followed years of being told, or overhearing remarks passed by parents, teachers and physicians, relatives and friends, to the effect that he was "strange," would never amount to anything, and no one knew what to do with him. Often, in his abnormal reactions to this treatment, he was beaten or ridiculed by parents and teachers. His parents were also overstrict in many of their demands and in their denial of privileges commonly accorded boys of his age. Today he stands definitely prepsychotic, on the border line of a full-bloom dementia praecox.

How Can We Help?

Certainly this is the school's problem. If we are to train students to meet life, then these facts show we are failing. Years ago we realized it was the school's duty to watch over the student's physical development and we instituted a full program to take care of it; physical training, health classes, school doctors and nurses appeared. What can we do for the student's mental health?

The analysis of the problem points to the steps that must be taken. We ought to recognize first, however, that in our Catholic schools we have the most fundamental and most important instrument for developing sound, wholesome personality in the religious formation and opportunities we give our students. Scientific and clinical experiences are proving every day that the principles of Catholicism are the backbone of a perfectly adjusted life, the best solution to its many problems. But that is a topic for another paper; for the present we merely point out that this value of religion might become one of our points of view in teaching it.

The teacher's job is the most difficult, the most responsible, the most delicate, and the most important in the natural world and it further demands the most superior subjects and the finest training. The job done by the teacher does not cease when the child leaves school for it continues on in the life of the child and later through his children on down through the ages. Obviously, our teachers must be among the most select professional group in the world, select for their patience and understanding and for the wholesomeness of their own personalities as well as in the other desirable qualities. Studies have revealed that

this is too often not the case. More careful selection of candidates, better training, and especially better pay to attract the best fitted are some of the requisites here. Teachers must be good psychologists both natural and trained. They need far more familiarity with what science can tell us of human nature than can come from a simple course in educational psychology. Such a familiarity is far more important, for example, in teaching fifth-grade arithmetic than is a college degree in mathematics. We have created the illusion that the more complete study of human nature is the work of the specialist. All teachers need the breadth of view and sympathy with human nature, the realization that students are individuals and differ, and they need a knowledge of these differences—the knowledge that each has a different temperament, different background, reacts differently, and must be treated differently.

Teachers Must Guide

Although we have guidance officers in school, it is obvious that each teacher must be a guidance officer in his own classroom—not just in name, or relying on common sense alone, but trained as all guidance men are trained. For the special guidance department of the school can handle only a few unusual cases; the individual teacher must handle the countless little problems that crop up every day, and, more important than that, he must watch cautiously over the daily adjustments of students so that as few problems as possible may arise. His must be the attitude that the student is the only thing that counts. His life is far more important than a particular mark or a particular standard of marks, a teacher's examination or the principles of "immutable justice and equality." These are for the student and must be sacrificed when the student's welfare demands it.

Specialists Needed

We need some more adequate organized system of assistance to these problems of mental health. Though every teacher is a counselor, we still need the specialists that we have today, but their function needs better definition and the program greater clarity and expansion. Our present guidance men are doing the best they can but their duties make them everything from information bureaus on vocational statistics to psychological plumbers. There seems to be a place for a school psychologist as well as a vocational guidance man; and in our larger schools and school systems well set up psychological clinics with at least consulting psychiatrists seem necessary to serve a wide variety of remedial needs. Many school systems have initiated this program and some have progressed very far; where do our Catholic schools stand?

Finally—and this point, last in order here must be first in order in any effectual work—this problem must be studied thoroughly by school administrators and legislators and the effective action begun by them must flow through the school system and into every student's life.

This war has taught us many lessons and there are many ways in which we look forward to a better world after it is all over; it is to be hoped that this is one lesson we educators will learn, and that the solution of this problem will be one of the ways in which the future will give us a better and happier world.

Fostering Religious Vocations

Sister M. Eunice, O.S.F.*

HAVE you ever seen a person point to a nun and say with honorable pride: That's my postulant? There are many persons, lay as well as religious, who, while they cannot claim a candidate in religion, have been influential in fostering such a vocation. Today, more than ever, those who influence young people should encourage young men and women to see the nobility of a calling to the religious state and give them the proper guidance. There are a number of ways by which persons, no matter what their assigned work may be, may foster and encourage vocations.

Since it is well known that convents cannot admit anyone and everyone, the first matter for consideration is the type of person desired. A person who aspires to the religious life must possess sound principles and live up to specific standards before she is accepted by a religious superior. Such a person should have the conviction that she can best sanctify herself and save her soul in that state as well as help to save the souls of others. She should have reasonably good health, at least average intelligence, and a good intention. Common sense, stability, a courteous, sunny disposition, and the virtue of courage are necessary requisites to face the sacrifices and sufferings that are bound to come. Most of all the candidate must possess the spirit of obedience and be willing to do hard things. This is no small list of requirements, indeed. But unless I found a person with at least the making of such a character, I would not encourage her to enter religious life.

Having found a candidate that possesses these qualifications, what would I do about it? How would I begin? I would start the way our Lord Himself taught us when He said, "Ask and you shall receive, seek and you shall find, knock and it shall be opened unto you." In other words, I would pray. Let me impress upon you that there is no substitute for prayer. Prayer is all important in every state of life. Having petitioned the Lord to grant this person a religious vocation, I would suggest that this person likewise pray. What prayers and devotions should one advise?

Since the principal act of religion is Holy Mass, I would urge frequent, even daily, attendance at Mass. I do this because Mass is a sacrifice and today nobody wants to make sacrifices. Frequent Holy Communion should also be encouraged. To be virtuous and remain a good Christian one must have the food of life—Holy Communion—not once a year, not even once a month, but weekly and daily if possible. Visits to the Blessed Sacrament should be stressed. Out of love for us, God remains in His tabernacles upon earth so that there we may plead for all necessary graces. And did not our Lord Himself invite all who labor and are burdened to come to Him for strength and refreshment? Mental prayer and a yearly retreat are very helpful. Many a person in the silence of a retreat has received the call to the religious life.

What about novenas? Perhaps you will be

surprised to hear that I do not over-emphasize novenas. Novenas are good; I have nothing against them; but they can be carried too far. The following true incident proves my point. There was a young lady who had a great admiration for the religious life. She wanted to be a nun. Doubts kept creeping into her mind so this is what she did. She made novenas—about forty of them in forty different churches of our city. After she had completed her round of novenas, she still had doubts. So she started her prayers all over again. This time she made the Way of the Cross. The sequel of the story is that this young lady ended her devotions by not being a nun at all. Undoubtedly, she over-prayed her vocation. While novenas are commendable, they should be short. May I suggest that beautiful prayer from St. Bernard's pen, the *Memorare*, and the prayer recited in common in the household of St. Thomas More—that exquisite gem of a prayer—the *Salve Regina*.

A second way of fostering vocations is to teach adolescent youth to seek counsel from their elders. Strangely enough, youth is very reticent and, while longing for advice, seldom asks it. Therefore, a tactful approach is necessary. Counsel can be secured through many channels. There are, first of all, personal interviews. In this way, many doubts of youth can be cleared up. It is hardly necessary to mention that if someone confides in an older person, such a trust is sacred and should never be divulged. Concerning vocations and the knowing of one's state of life, the best suggestion I have to offer is that youth seek guidance from a spiritual father in the holy tribunal of confession. There secrets are never, never told.

Often inspiration can be received from sermons and instructions. St. Paul has aptly said, "the word of God is living and efficacious, more penetrating than a two-edged sword." Reading the Scriptures is a fruitful

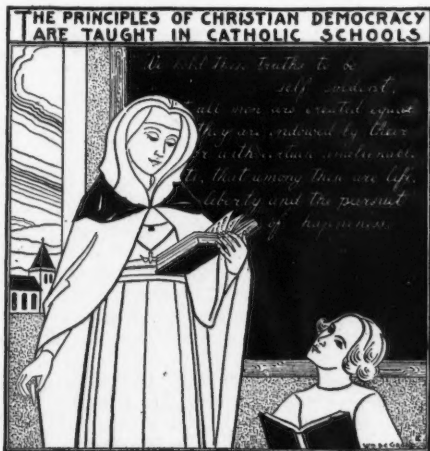
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source of advice. A few lines of the Apostle St. Paul sufficed to fix the irresolution of St. Augustine and convert his life. And St. Francis of Assisi, while hearing the Mass of the Apostles, heard the Gospel wherein is contained the mission of Christ to His Apostles and the rule of evangelical life which He gave them when He sent them out to preach; bidding them take neither gold, nor silver, nor money in their purse; nor to carry a scrip nor to have two tunics, nor shoes, nor staff. Whereupon Francis resolved to give his whole heart to God and to shape his life in all things according to the strict rule of apostolical poverty. These are but two examples, but true it is, that many a passage of the Holy Bible, when read attentively, will allow the Holy Spirit to act within the soul of the reader. Here also the advice of St. Jerome is appropriate. He says, "Every day be faithful to the reading of some good book." Recall how Ignatius, the soldier, became Ignatius the saint by reading the lives of the saints. Sermons are often forgotten, but one can always have recourse to books and pamphlets for reflection and meditation.

Good and holy thoughts can also be aroused and lives can be influenced by posting fit slogans and apt quotations. Effective, indeed, is some thought as, "Child, give Me thy heart," or "Remember thy Creator in the days of thy youth," or simply, "Come, follow Me." Through this means, without any preaching or coaxing, a vocation may be born in the hearts of the young.

A third means for fostering vocation is personal example. Though placed third, it is far reaching in its importance. No doubt, all can recall some incident that has left a lasting impression upon their lives. For example, if I see a person make the sign of the cross devoutly, I do the same. Or should I see someone kneel profoundly in prayer, it is bound to react upon me. Sometimes the simplest act can awaken a vocation. When one happens to hear the Sister in the kitchen singing while she cooks, a joyous echo of her song resounds in our own hearts, the corners of our mouths turn up, and a smile lights up our faces. Who, then, can measure the effect of a good example? No one but the Almighty Father who will reveal it to us on that last day when the Book of Life is opened for all of us to read.

While prayer, advice, and personal example stand out as mountain peaks, there are other helps. In my opinion, one should start to instill a love for the noblest vocation of all—the religious life—in early childhood. Whenever opportunities present themselves, they should be utilized. It is only too true that, in our day, worldliness is exalted and holiness minimized. It is well, then, to invite young ladies to visit convents so that they may become acquainted with the superiors, the Sisters, the history and particular work of the communities. There is a saying that reads thus: That person is most successful in life, who has found something he likes best to do and does it. By visiting different communities, young people will become acquainted with



—Catholic News, New York City

their special work, become curious, and make further inquiries.

By this time, you are wondering if I have overlooked such an essential point as self-denial and mortification. Indeed, if the Roman Emperor Titus considered that day lost when he had not done some kind act, I consider that day lost when one has not performed some act of self-denial. For, mortification is the shortcut to the heart of God. Nowadays, young people are given things for the mere asking—no sacrifices are demanded of them. And without sacrifice one never learns to accept the hard things in life. Imagine parents paying their children to wash dishes, dust, or mop a floor. Certainly, there is no disgrace in doing household duties. It is a task expected of every woman, God ordained it so. Well we know that our Blessed Lady cooked, washed, baked, sewed. Mary is the model and ideal of every young person who aspires to the religious life. In that same household there was another model, Christ

Jesus. If we love the Mother we must love the Son. He is our Brother, our Redeemer. Is it not Jesus, the Master, who calls the young to serve as His handmaids in religion? Unfortunate it is that many a call, many a vocation falls, like the barren seed of the Gospel story, by the wayside and never bears fruit. This is sad, for workers are needed in the future, in Europe, in Africa, in South America, in China, in India. So with this crying need for religious workers, it is the job of each one of us to do our bit to guide the minds and hearts of the young to their proper choice of a state of life. Opportunities often arise unsolicited and if utilized become the guideposts of the Lord to a new road in life. In closing, let me throw the challenge to you all to make the most of these opportunities to secure worthy members for your communities and help youth by your prayers, good advice, and example. Many persons will thereby save their souls, become saints, and praise the Father of us all forever in heaven.

"Chaos in the Social Studies"

Harold Gluck, Ph.D.

IT WAS the annual meeting of the members of the Unsocial Studies Department of the Muddyville High School. They were meeting in the machine shop located in the subbasement of the school. At first thought, this might not look like an appropriate place for such learned people to gather to discuss the creation of a new syllabus based upon the principle of integration, consecration, and desecration. But just a little analysis, not too much required, should suffice to convince you that of all the possible places in the school, from the auditorium to the principal's office, this was the best. You see it was sound-proofed.

Mr. Kine Hart, chairman of the department, called the meeting to order. Almost four decades of teaching such subjects as vocational civics, local industries, economic geography, American history, modern history, European history, problems of American life, and economics had left their effects plainly and visibly upon him. His girth was rather large. Nature had been kind enough to leave a few gray hairs here and there upon the top of his shiny head. The thick lenses of his eyeglasses were a little off balance, but he could even this up when he smiled. In a deep and powerful voice, that scared you only the first time you heard it, he made a very important pronouncement: "Members of the department, you all know why we have gathered here today. The state commissioner of education has notified the assistant commissioner to notify the superintendent of schools to notify the associate superintendent of schools to notify the assistant superintendent of schools to notify the district superintendent to notify the school principal to notify me to notify you that we must, before this very day is ended, create a new syllabus that will unify the teaching of the Unsocial Studies. I will entertain a motion that the meeting is now in order."

EDITOR'S NOTE: Perhaps satire is necessary to make us realize what is going on around us every day. Particularly in the field of social studies, a more delicate technique would be ineffective. At any rate, it should cause discussion, even though it is overdone. But do not be too anxious to identify the various characters in your immediate environment.

Mr. Noet All, who had once written a master's thesis upon that very difficult topic, "What happens in the interval when a president comes in and the ex-president leaves" made the motion according to a rule he had read in a book on parliamentary procedure. He believed in obeying all rules except the one that read, "No smoking here." Nature was rather kind to him. He was six feet two and the bottom of his nose was headed in an upward direction. This made it rather easy for him to display scorn and displeasure at all such meetings. A chorus of approvals greeted the motion.

Mrs. M.T. Sound, who managed to teach day school, run a home with four children in it, write books on how to be happy though married, and operate a chain of hot-dog stands, spoke: "The acceleration of those forces of destiny have made us catch up with our progress. In view of this rate of change, it is imperative that we get our students to understand the passing scenes. The old course is antiquated and should be junked."

At the mention of that last word, Mr. Kommen Cents narrowed his left eye and spoke softly: "Do I understand, that, in the teaching of history or economics, you would discard basic principles." Mrs. M.T.

Sound didn't get a chance to answer that objection. Miss Lotta Wind, fresh from one of the eastern universities, was on her feet. You could see fire in her two good green eyes.

"This is the twentieth century and not the thirteenth century and any mention of principles is just as sound as teaching how many angels can dance on the point of a pin. The sociological school of thought is sound in its implication that we must discard any mention of first causes or ultimate ends as useless, soundless, and senseless." One member of the faculty applauded this outburst. It was made by Mr. Duzent Matter who was in favor of all changes on the ground that life was a change and he who opposed change, opposed life.

The chairman felt it was time that he said something. After all, he received a slightly higher salary than the other members of his department and something had to be done in order to justify this additional burden upon the taxpayers of the community:

"We are facing a crisis, one which threatens the very existence of our very civilization. What are we doing to help the children that have been entrusted to us? Can we truly say that these children understand the singular contribution to economic theory made by the law of diminishing returns? Are they aware of the new interpretation given by the psychological school to what really happened at Valley Forge? Do they know the 18 different ways in which we can change the world of today so that it will be different tomorrow?"

There was a hush as he finished speaking. Here was a contribution worthy of a chairman who could impress his teachers. He was much better than the chairman at the Sunnyville High School who would always say to his teachers, "If you have heard this joke before, don't stop me."

Mr. Noet All was ready with a unique idea: "I have a package of yellow papers, 3 by 5 inches. May I pass out a dozen slips to each teacher. We can write all our ideas upon these slips, vote about their acceptance in a democratic fashion, and thus create a syllabus that will withstand any criticism."

Miss Lotta Wind at once seconded this great intellectual contribution. "If we follow this procedure," she suggested, "only those who are Fascists and narrow-minded bigots bent upon destroying the sacred principles upon which our country is built, dare differ with us." Mr. Kommen Cents had an objection to make: "If a group of cannibals decided to eat a missionary, would the fact that they had arrived at that decision by a majority vote make it democratic and sound?" Mrs. M.T. Sound, who sat in back of Mr. Kommen Cents, merely raised her little finger to the side of her head and then made a circular motion which was obvious to all but the objector. His contribution was neglected and, by a vote taken, the idea of the yellow slips was adopted.

The time was ripe for Mr. Betu Toit to speak. He generally took the last row and seat in the room at conference time. Since he was small in stature, he would generally sit upon a stack of books. At the opportune time, he would quote from the latest book. And now he held in his hand an educational tome that was just off the press entitled, "Last Principles of Curriculum Construction in the Unsocial Studies" by Professor Nair Tawt-achild, of Cunia University. Mr. Betu Toit

cleared his throat with a slight but obvious cough and then began, "The primary principle of curriculum construction is to fool the child." When he finished, there was nothing to say. Had not Professor Nair Tawtchild said that, and that should suffice. He was the Alpha and Omega of the educational world. Mr. Kommen Cents objected, "That is an immoral statement, one contrary to the church and . . ." but he never finished. A howl of protests shut him up. Miss Lotta Wind managed to say her mind: "There he goes, bringing in religion. That's what starts all the trouble. This idea of God, morality, and that the child has a soul. Our country is founded upon the principle of separation of Church and State." Mr. Kommen Cents walked over to Mr. Betu Toit and took the book out of his hand. He read the statement that had been quoted carefully, thumbed a few pages back and forth and then laughed.

"What is so funny?" inquired the chairman. He should never have asked that question. Mr. Kommen Cents answered: "On the bottom of page 53 you find the words, 'The primary principle of curriculum construction is . . .,' and that's all that there is on that page." Mr. Betu Toit skipped page 54 and read the words on page 56 . . . "to fool the child." On the top of page 54 we have the correct ending, which reads, " . . . to construct a curriculum based on precepts of morality." On the bottom of page 55, you

have the words, "It is indecent," and that means, "To fool the child."

Everybody was angry at Mr. Kommen Cents for finding this error. The chairman banged on his desk for order. He had one eye on his watch. "We only have ten minutes left in which to write that curriculum. So let's begin!" All the teachers wrote rapidly and at the end of eight minutes, the chairman collected the slips of paper. He glanced through several of them and then spoke: "Here is an intelligent suggestion, 'Let us abolish teaching the history of this country for the past two hundred years. Since we are here, why waste time why we are here? Instead let's teach the difference between why people want to buy an overcoat for ten dollars and why they want to buy a different overcoat for ten dollars and ten cents.'" "That would give the teacher a chance to explain the 11 laws of consumption. Of course, that must be in our new syllabus," was the comment of Mr. Kine Hart. Another slip of paper caught his eye. It was written by Mr. Kommen Cents. Half aloud and half to himself, the chairman read the following: "A fish factory by any other name still smells the same. In this mania for change, we think that a new title can alter the essence of those eternal truths we refuse to see." With a little dramatic flare, the chairman tossed the paper up into the air, and almost with perfect aim it landed in the wastebasket at the side of the desk.

He glanced at his timepiece: "We have two minutes to go. All in favor of adopting the new syllabus and giving me authority to exclude immaterial and irrelevant ideas, say 'Yes.'" A chorus filled the room with but one dissenting voice. Nobody paid any attention to Mr. Kommen Cents. All then made a dash for the exit and in a second the room was clear, with the exception of Mr. Kine Hart and Mr. Kommen Cents. The chairman put his arm around the shoulders of his teacher and together they walked to the staircase. At the top landing, the chairman counted the number of steps. There were exactly 14 in number. Then he threw the yellow slips into the air. All the slips that landed on that portion of the stairs bounded by 1 to 7, went into his right coat pocket. All the slips that landed on that portion of the stairs bounded by 8 to 14, went into his left coat pocket. The bewildered teacher merely managed to say, "What's the idea?" With a look of scorn, the chairman gave his explanation: "All life is based on the principle of chance which in turn is the basis of natural selection. Why should I differ from Life itself? So I leave everything up to chance. All the slips that landed on steps one to seven will go into the incinerator. The rest will be used to make up our new syllabus which will be in the mail tomorrow. And by next month, I will have a new textbook ready to teach the new syllabus."

What Can the Social Agency Do for the School? *Sister Mary John, O.S.F.**

EVERY teacher of experience has worried over Jane or Bill who has failed in school achievement in spite of ability to do better work. The enigma presented by day-dreaming Shirley remains unsolved because Sister cannot follow the child into the home to become cognizant of the domestic life. A multitude of problems confront the perplexed teacher who realizes her helplessness to probe basic causes. There is a felt need for assistance in diagnosis and treatment of problems beyond the ken of the classroom teacher, and a further need for closer cooperation between the school and social agencies, especially the Catholic charities operative in many dioceses in the United States.

Teacher Sees Only Symptoms

Many so-termed problems are symptoms of deeper personality disturbances. Hence, the teacher ought to possess some knowledge of child psychology and mental hygiene to enable her to recognize some of the more common symptoms related to personality maladjustments. A parent or teacher may recognize symptoms of scarlet fever, but the physician treats the disease which is the problem. Likewise with the problem child, the teacher should be able to discern certain symptomatic forms of behavior which will warrant referral to a social agency for diagnosis and treatment. Such symptoms as (1) truancy, (2) failure in schoolwork, (3) antisocial behavior, (4) neglect, (5) withdrawal, (6) aggressiveness, if presented over a period of

time, indicate a personality maladjustment, and usually this stems from the home. The actual problem, not the symptoms, becomes the basis for study and treatment. Involved home conditions can never be treated in the classroom; therefore, the teacher's treatment of symptoms will never solve the problem rooted in domestic incompatibility, rejection, sibling rivalry, or poverty. Why? Because of the time-consuming element, lack of training in case-work analysis and treatment, and inability to tap the various means of help open to social agencies the use of which demand knowledge of policies existent among the social agencies.

An Illustration

Sara, nine years old, was a repeater in the second grade when she was transferred from the neighboring public school to the local parochial school. After a month of seemingly unprofitable labor on the part of her Sister teacher, an appeal was made to the school social worker. The child was referred as neglected, unable to read, aggressive, and untruthful. When corrected in school, Sara would fly into a rage and refuse to conform to school regulations. The worker's interview with Sara confirmed the teacher's report. Underweight and stunted in growth, Sara was a sorry spectacle of neglect. A visit to the home revealed bad housing, poor housekeeping, and poverty. The mother, a thin, little

woman, who gave the impression of weariness, told the worker of her plight. The father was out of the home, and she was obliged to seek aid from the public relief department. Sara is the third of six children, two of whom were baptized, and all of whom were in need of clothing and proper food. The St. Vincent De Paul Society conference readily assisted with clothing, coal, and toys.

Repeated visits brought to light the real source of Sara's trouble. The child had been rejected by the mother from birth and was made the target of taunts and mistreatment. The other children in the home were encouraged to beat Sara who was compelled to sit in a corner while her sisters slapped and struck her. It often happened, when the child was ready to leave for school, that her coat or hat would be missing, and, amid the jibes and taunts of the others, she would be compelled to go hatless and coatless to school.

Through the worker's interviews with the teacher, a knowledge of the home situation awakened in Sister a deep sympathy for Sara. Sister finally came to realize that the girl's aggressiveness and temper tantrums followed by defiance were not leveled at her but were evidences of rebellion against the home situation. Sara responded quickly to Sister's understanding attitude and one day voiced her appreciation thus: "Say, you're my friend, aren't you?" The kind interest of Sister spurred Sara to endeavor to please her teacher friend. In spite of her low mentality, the child was able to overcome her reading dis-

*Catholic Charities, Cincinnati, Ohio.

ability to the extent that she was reading on the second-grade level when school closed in June.

Social Worker Is Needed

Admitting that 90 per cent of the personality problems met in the classroom originate in the home, and that the teacher may recognize, but not treat, symptoms, the role of the school social worker is to become a link between the school and the home in the treatment of the problems. If the problem is too deep seated, or seems so, referral is made to the Catholic Child Guidance Clinic for diagnosis and recommended treatment. Skill in diagnostic study and in follow-up therapeutic treatment is essential to avoid damaging results to the child.

The first step in the study of a school behavior problem is the collection of data that will reveal school accomplishment and home and social background. As complete a picture of the life of the child as is possible from prenatal to the present time is the aim. The developmental, medical, and social history of the child is compiled through visits and discussions with parents, teachers, relatives, and the child himself. Any agencies that are interested in the child or family are consulted. After an evaluation of the problem in the light of the information gathered, a decision is arrived at in conference with the supervisor of the family department of the Catholic Charities as to whether or not a total study is indicated. A total study includes both psychological and psychiatric investigations. A psychological study helps to determine the ability of the child to learn; a psychiatric study to discover the causes of the child's maladjustment. The psychological study is preliminary to a psychiatric study. On completion of the psychiatric study, a conference is called. As the case may require, this is attended by the psychiatrist, psychologist, supervisor of the family department, the worker, and, if possible, the pastor and teacher. At the conclusion of the conference, recommendations are made for a program of treatment to be set up in helping the child to adjust. If, however, the teacher is not present, it becomes the duty of the worker to interpret the recommendations as far as the school is to be involved in the treatment. The parents are informed, and follow-up case work will continue both with the child and with the home until adjustment is made. If the recommendation be for medical care and the parents cannot take over, the worker makes the clinic appointments and assumes responsibility for the keeping of the appointments. The services of a skilled nutritionist are available when dietary requirements call for such services.

Rehabilitating the Home

Should placement be recommended, a placement conference is scheduled. At this conference are present the Director of Catholic Charities, his assistant, supervisors of the family and children's departments, the psychologist, the psychiatrist, the worker attached to the institution to be recommended, the school social worker, and sometimes the pastor. If the child is accepted by Catholic Charities for placement, the school social worker assumes responsibility to explain and get the consent of the parents, if living, and of the

pastor, if he did not attend the conference. Arrangements for a complete physical examination are made by the worker, and again it is the task of the worker to see that this is carried out to completion and a record of the same filed. Her work does not cease when the child is placed, but rather begins, for no child is placed out of the home permanently. Work intended to rehabilitate the home commences the day the child leaves the home; in other words, when the child leaves the home the preparatory work for his return begins.

Arrangement for placement of the child in a special class, special school, or remedial work

are part of the follow-up program of the school social worker. The aim of Catholic education is the education of the whole child, but the whole child cannot be educated unless the home life, the emotional life, the school life, and the religious life of the child are co-ordinated. The above citation of Sara's case illustrates but one service of the school social worker. To tie the school and the home so that a workable understanding among parent, teacher, and the child may be reached and the development of a wholesome personality be attained is the hope of the school social service as set up by the Catholic charities of the Archdiocese of Cincinnati.

The Library in Catholic Education *Sister M. Cleophas, S.L.*

CHRISTIAN education takes in the whole aggregate of human life, physical and spiritual, intellectual and moral, individual, domestic, and social, not with a view of reducing it in any way, but in order to elevate, regulate, and perfect it, in accordance with the example and teaching of Christ." Thus did our late Holy Father Pius XI, in his Encyclical on Christian Education of Youth, sum up the Catholic philosophy of education.

The child has a supernatural destiny. To attain this, he must love and serve God in this world. The purpose of the school must be to help him do this; hence, the school must aim to supply a solid foundational knowledge of religious truth. It must aim to render this knowledge functional by providing plentiful and suitable motivation, self-activity, will training, guidance to high ideals, and appreciation of sanctifying grace and the channels of grace — the sacraments. Our schools must aim to form Christian, that is, Christlike character worthy of citizenship in the next world, especially by training for self-control and by cultivation of the natural as well as the supernatural virtues. Our schools must aim to supply such social and civic training as will make for worthy citizenship *here and now*, since duty to God and membership in the Mystical Body require this. Our schools must aim to put into the hands of each child the tools necessary for living in time, namely:

Fundamental training in tool subjects — reading, writing, arithmetic, spelling, language.

Elementary knowledge of the content and cultural subjects — geography, history, science, literature, music, and art.

Health habits and information basic to proper physical and moral development.

Such are the fivefold aims of the Catholic grade school.

What has all this to do with the school library? Inevitably, standards are tied up with aims. In the school library there are recognized aims and objectives as background for efficient service. To be an approved organization in the school, the library must be planned in accordance with the school's aims. The librarian becomes the agent-general of Catholic scholarship, recreation, and culture; through

her guidance and selection of materials a standard Catholic school library is established. Today library aims are evaluated along with the educational aims, or philosophy of the school for which the library is the instrument of service. It is indeed necessary that the Catholic school librarian have a complete understanding of the aims of the school before book selection is made, activities are planned, and service provided. A library philosophy must be formulated that will complement the philosophy of the school.

Library Contains All

The school library's place in Catholic education is a vital one. The school librarian, as all librarians, is keeper and dispenser of the written word. There is not a single phase of our philosophy of education, for which the school library does not offer us method and guidance as well as inspiration through the printed word. Children as readily accept the fine as the worthless, and they have an innate good taste in literature if that taste is not dulled by neglect or wrong diet.

The adolescent youth is impressionable. Here is the place to stimulate reading, thinking, and ideals in the process of education. So much of Catholic life itself depends on the ideals that inspire it. The philosophy of the Catholic school library is to utilize every opportunity to cooperate with the school in the formation of the perfect Christian "the true and finished man of character." It must attend to pupil interests, attitude, tastes, appreciations, and skills in addition to the accumulation of knowledge.

Educating Pupils and Parents

From what has been said one will conclude that the library is primarily a service agency, serving faculty, parents, and pupils. Yes even parents are included in the school librarian's schedule of service! Often parents are condemned for not instilling in their children the love for literature. Educators suppose that parents are capable of passing on this heritage, but are negligent in the matter. The school librarian recognizes the injustice of such condemnation. The truth is parents do not have full knowledge of the reading needs of their children, nor do they have the means to satisfy them. A parent who sees in reading merely a method of killing an hour or two cannot ex-

*Webster College, Webster Groves, Mo. This is a condensation of a paper read at the convention of the National Catholic Library Association, at Fontbonne College, St. Louis, Mo., February 22, 1944.

pect to awaken in his child a breathless anticipation at the sight of a book jacket. The librarian knows there are parents who though they themselves appreciate good books have not the slightest idea of how to instill a like appreciation in their children. Such parents need to be educated to the principles involved in giving a boy or girl a sound literary background. There are the parents who have read in their childhood the Bobbsey Twins, the Elsie Dinsmore, the Rover Boys, and the Tom Swifts books, which never gave to any child a foundation for literary appreciation. This childhood diet has been responsible for many parents never reaching the literary level of which they were capable and finally losing interest and enthusiasm for all reading. Today there is a wealth of beautifully written books for children. No field of interest is neglected. The illustrations are breath taking. Side by side with these, however, are still the mediocre and the serial books. The school librarian will not give the parent a rigid pattern since children are high individualists. And it is as *individuals* that readers are born. The school librarian has daily contacts with the children. She knows them intimately and individually as well as she knows her books and authors. Parents should consult her when they wish to select books for the home library or for gifts.

The library is a teaching agency having the direct responsibility of teaching the use of books and of the library to the child. It is an effective agency in the reading program. While the library has a contribution to make in regard to every area of work or study in the school it has a special contribution to make to the highly important field of reading. It plants the seed and brings to fruition the apostleship of Catholic literature. It concerns itself, not only with the mechanics of reading but with the apostolate of reading.

A Guidance Agency

The library is a vital factor in the guidance program. Guidance is needed by all—teacher and pupil alike. The librarian reaches all in an informal way with Christian helpfulness and good fellowship. In the busy whirl of the day's routine the business of bringing the right book and the right child together is the librarian's most important job. But, looking to the horizon, she discovers that hers is the added duty of bringing the right library materials to the right teacher at the right time. There is something for everyone.

Hence the school library assures many library activities; it serves as a laboratory for classroom needs; it fosters a close relationship to the social ideals and educational philosophy of the school. It concerns itself with the four great life interests, love and worship, work and play.

The Catholic grade school library supplies the child with a solid foundational knowledge of religious truth. On its shelves are such books as *I Belong to God*; *Living Forever*; *Life of Christ*; *Lives of the Saints* of whom today there are so many charming biographies. There are the lovely books by Father Lord, Father Heeg, and Father Ellard. There they find the *Story of the Mass* and learn that their little lives should be an unceasing thanksgiving through love for God and love for neighbor. For a Catholic child who enjoys the influence of wholesome books there does



The Elementary Library at Annunciation School (Sisters of Mercy), Buffalo, New York.

not exist the man who is not his brother. To know what literature is, one must know what life is. The Catholic child has the answer. He lives it by sanctifying grace. To the Catholic child nourished on Catholic reading, all life is Christ sharing with us, giving us a participation in His divine power and goodness. The child will animate his work with love for God. He will enhance his joy in play by sharing that joy with others, he will lessen the drudgery of work by learning to do his work skillfully and efficiently; he will find inspiration in his play by reading how others have played the game.

Food for the Soul

But the highest office of the school library is not merely to open the eyes of the child to the evolution of the material world or to teach him to adapt its resources to his own subsistence; he needs no library for *that*. The greatest hunger of the human soul is *not* for food. It is that he may better understand soul motives and heart needs; that he may more freely give to the heart hungry and more fully receive from the soulful; that he may live out of and away from his meaner self; that he may look at life from God's point of view; that he may look with analytic rather than with critical eyes upon the erring; that he may relish the homely side of life and weave beauty into its poverty and ugly hardship; that he may add to his own strength and wisdom the strength and wisdom of the Church; that he may make his own, the great thoughts of the saints, for the taste of a great thought is better far than the dull comprehension of a small one; that the child may "cooperate with divine grace in forming the true and perfect Christian who must live a supernatural life in Christ and display it in all his actions." Dealing with each according to his needs of mind or of body, the school library performs its highest office as an instrument of Catholic education and civic education.

Teaching Citizenship

More specific ways in which the school library contributes to the teaching of the American ideal is through the types of history,

civic, and biographical books it displays and circulates. The very excellent contributions made in these fields within the past few years are encouraging signs that publishers, libraries, and schools are working together to develop an ever increasing consciousness of, and constructive attitude toward, our form of government. Hero stories exert a strong influence upon character building. The modern implications developed in the ideals of chivalry and social equality pervading the King Arthur and Robin Hood Cycles are very great. The perennial popularity of the Brooks books on Columbus, Franklin, Washington, and Lincoln; and the eager enthusiasm shown for the fine, new biographies being annually added to those shelves are heart-warming indications of the fruitfulness of the school library's endeavors. For as long as the biography section is well used, just so long will our boys and girls have vision for the future.

But beyond the all-important influence of the library on the child, there is something which may in the end be of even deeper significance to the survival of democracy. It is time that educators consider not only what the school and the library should do for the children, but what can the children do for these cultural centers, the school and the school library! It is in the nature of children to want to give. And they have a tremendous gift to offer. Let us accept of their gratitude, of their criticism, of their contributions.

"In many Catholic schools," writes Father J. F. McMahon in his splendid book *Building Character From Within*, "bricks have ousted books from the focus of attention. Zealous pastors erect palatial school buildings and make little or no provision for books. The value of the school is not in its bricks; it is in the teaching quality within. If the building means more than the teaching, then we are in danger of losing our goal. Were we to buy one book for every hundred bricks we should soon have a library worthy of the school. Unless we are prepared to spend a considerable sum each year on books, that is, an annual outlay for new books, our schools cannot remain efficient. The bank overdrafts will not allow us to forget the bricks, yet, let us think a little more of the books."

The CATHOLIC SCHOOL JOURNAL

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Thanksgiving, 1944

This month indeed there should be thanksgiving.

The forces of evil in the world taking advantage of the good will and decency of what have come to be called the United Nations had, by blitzkrieg, by the oppression of the Gestapo, by brutalities and cruelties to civilians in occupied territory, almost gained mastery of the world. Who in 1942 saw anything but the blackout of civilization in the conditions of the world? But no matter what the external conditions there was hope in the hearts of America. There was the fighting hope of the resistance in the occupied countries. There was the sullen hope of the enslaved labor of Europe. There still burned in many hearts the faith in God — the faith that God would not desert men of good will. There was still charity or love. The United Nations was itself an expression of love, of sacrifice for the neighbor as for oneself. There was the love inspiring the hope that the evil shall be wiped out and not permitted to spread its cancerous octopus-like tentacles over peace-loving people again.

We in America — what shall we be thankful for?

Thankful that the war did not reach these shores.

Thankful that we were able to do our share and help others do their share to save civilization from the barbarians.

Thankful for those who made the little sacrifices that helped the war effort.

Thankful for the certain victory and for a Christian peace to come.

And let us not forget to add on Thanksgiving Day and every day our prayers for those boys who, called from the ways of peace with their unfulfilled lives, learned the lessons of war and went valiantly to a death which the aggression and devilish designs of our enemy required. May their sacrifice be not in vain but the sanction of a Christian peace, just in its punishment of those who needlessly brought on the war, and the beginning of an era of permanent peace, and one where men love each other as brothers because they love God, the Father of all men. — E. A. F.

A Contribution to Catholic Educational Reorganization and Leadership

A rather interesting statement on educational reorganization is made by Father Felix N. Pitt of Louisville reporting his last conference with Msgr. George Johnson, to whom the article is dedicated.

The reorganization of the Catholic school system as such is to be faced, and a reorganization of curriculum toward a more specific achievement of objectives. The time to face the problems, says Father Pitt, is now: "We should be studying, planning, preparing for the future at this moment." And, what is more, Catholic education should "take the lead and not wait and follow." In the reorganization committee's work, "we are not merely being pushed along by public education or public opinion." But, on examining the work of the committee, we find that the proposals already made have long been considered and have back of them years of experimentation in many places.

The changes in curriculum or in objective or in organization proposed must take into account the following elements according to Father Pitt:

1. "New interest in history for old and young alike, for they have seen history made and helped make it."
2. "Catholic geography which will show the universality of the Church in her missionary activity."
3. New approach to civics emphasizing the fact that our nation is but one member of a family with family ties and responsibilities.
4. New burdens on education and schools because of (1) advance of science, (2) increased knowledge in all fields, (3) greatly enlarged social inheritance.
5. Meet the blame for the present world "debacle on education," i.e., the failure of education.
6. Schools will do something to prevent another world war.
7. Emphasis on religion and discipline.

8. Catholic education will have to help public education solve the problem of religious and moral instruction.

9. Education will have to help rebuild and strengthen the family. Two ways that will help are: (1) adult education, (2) emphasizing educational purpose of Parent-Teachers' Associations.

10. Reorganization of entire educational system.

11. Rethinking of the relations of Church and State in relation to education.

12. Perhaps alter our stand on federal aid to education.

13. Any proposals for educational changes at this time are interesting and specific proposals should be encouraged.

It may be urged that these changes are not specific and the reasons urged for the change are not clear nor conclusive. They at least indicate direction and are properly the basis for further development, and particularly for suggestions as to their content and the methods by which they may be achieved.

There has been some discussion in the field of public education as to the content and methods of teaching history, civics, and geography. In the field of history teaching, the *New York Times* survey has raised many problems. Considerably more emphasis has been given in the public schools on the social sciences. We have been too imitative. We have not examined or protested effectively against social-science textbooks which have aroused prejudice and are prejudicial to Catholic teaching. The call is for active service and for persistent effort. We ought to do organized research, and encourage wherever real research is carried on in the Catholic graduate school. These problems ought to be studied. Individual Catholic professors of education should be making contribution continually, particularly if their salaries permit them to give their whole time to their teaching and their research.

Let us have a genuine Catholic educational leadership. Let it be based on genuine research and constructive thinking. Let us also try to translate the results of research and thought into practical procedures in the self-education of Catholic children in Catholic schools. It does no good to show how superior the Catholic idea in education is, if Catholic education is not a practical embodiment of that idea. — E. A. F.

Regional Educational Meetings

War conditions for the past two years have prevented the annual meetings of the Wisconsin Catholic Educational Association. As a substitute for a state or diocesan meeting, last year, Rev. Edmund J. Goebel, superintendent of schools of the Archdiocese of Milwaukee, held 17 regional

meetings in his territory. These meetings have proved to be, in some ways, better than a larger gathering. They reach more teachers, because nearly all the Sisters in a neighborhood can attend a three-hour conference on a Saturday. They are concentrated on a few subjects, discussed, for the most part, by the superintendent and his supervisors. Finally, such a small conference lacks many of the distractions and inconveniences associated with a state or diocesan gathering.

One of these three-hour regional meetings, which are being continued this year, opens with a discussion by the superintendent of administrative problems in the interest of the pupils. Following this is a presentation of background material on the teaching of Latin America. The meeting closes with conferences of supervisors with teachers. For these conferences the teachers are grouped according to grades, namely, 1-2; 3-4; 5-6; 7-8.

Such little "family" gatherings where the teachers themselves have a chance to enter the discussion and ask questions may be a blessing resulting from being jarred out of the conventional rut. — E. W. R.

What Can We Learn From G.I. Education?

I. What Is G.I. Education?

There was recently an extremely interesting radio program on "What Can We Learn From G.I. Education," the text of which was printed in the official biweekly publication of the U. S. Office of Education, *Education for Victory*. It was a timely and significant subject. We shall take the points of this broadcast as a starting point for this series of editorials.

The two distinguished representatives of the armed forces, Admiral Randall Jacobs and Major General Walter L. Weible, immediately disclaimed the discovery of any new philosophy of education, or new discoveries. "We have invented nothing new," says General Weible. And Admiral Jacobs chimes in: "I'm afraid we in the Navy can't claim any world-shaking 'discoveries' in education." In short, the fabulous claims as to the contributions the armed forces will make to education after the war or the discoveries during the war are discounted, even disclaimed.

G.I. Education, in the ordinary sense, is the education which the army gives to G.I. Joe; and it may be applied to the similar training in the navy. But, say the representatives of the armed forces, the name is a misnomer. Said the navy representative to the army representative who suggested the name was a misnomer:

"It most certainly is if it carries the implication of being 'G.I.' in the sense of General Issue. To me, General Issue means something so standard that it can be and is distributed to the whole service without

change or modification. Navy education isn't like that."

At any rate, it is good to have this suggestion from the armed forces that education can be too standardized. Some standardization of curriculum and organization is necessary, and in dealing with such large numbers of persons succeeding each other in such large groups with such limited times and such specific objectives, it would be surprising if there were not considerable standardizing, a great deal more than the broadcast suggested.

There is no doubt that the armed forces by various devices of interviewing, screening, classification, aptitude tests, intelligence tests show a commendable interest in discovering the individual—not always successful as in general education. But there are some general aspects of G.I. that we need to note. The first is that it is largely a practical, vocational training. As was said in the broadcast: "We had to analyze army jobs. There are 600 of them. To break each one down into its elements and provide classification officers with a yardstick for measuring the incoming soldiers." This normal practice in vocational education is successful because it does not lose sight of its narrow objective and it readily can be tested objectively by an achievement test.

The extent of the control of G.I. education by immediate objectives—amply justified by the conditions of war, and particularly of this war—is indicated by another sentence in the broadcast. To the suggestion that the men should pick their own course, the reply is: "We have to place them where they will do the most good." The qualifications of the soldier are studied and he is placed in the place where the army needs men at the time, most nearly related to his qualifications. This is an amount of regimentation, and determination of the destiny of a human being that cannot be turned over to any educational or public authority. This is so even when we grant, as we do, the point raised in the broadcast, that the individual—or his parent—does not know all the resources of modern training or have complete self-knowledge, or they may have purely temporary or transient purposes.

A fundamental question was raised in the broadcast, which might be put in this form: To what extent is the success of G.I. education dependent on the general education and experience which was brought to it by G.I. Joe? The Admiral pointed out:

"I'd like to say this: That the success of our intensive training methods has depended entirely on how well grounded were the trainees in fundamental common school education. Every possible emphasis should be given to improving the quality and thoroughness of public school education."

The text indicates clearly that by public school education is meant here what

"common school education" meant above, namely, elementary education, now including the junior high school.

So much for introducing the subject. G.I. education is mainly a training in vocational skills by intensive methods for limited periods. From it we should not expect revolutionary discoveries in educational philosophy nor in educational methods. The fabulous claims for it are discounted by the leaders of the program in both the armed forces. In the field of practical training, many techniques and methodological improvements may be expected. In the field of general education, or cultural education, the specific educational training may not be helpful. But the organized community life of the camp, and of the military organization, may have lessons for social and moral education for physical fitness, for morale, which are not superficial, but may be recorded deep in the individual life. — E. A. F.

CONDITIONS FOR PEACE

The way to peace is marked by milestones which may not be disregarded if mankind is not to lose its way in marching to reach its goal.

The fourth milestone, says the Holy Father, is that of order by law. Law has been broken down, and therefore order has collapsed. Without order there can be no peace. All will be confusion, turmoil, revolt, and war. It requires no deep thought to see that if order and peace are to be restored, law too must be restored and given its proper place in society.

The sense of law has been weakened, explains the Holy Father, by the teaching and practice of positivism and utilitarianism. This comment cuts down deep to the root of most of the evils in the world of today.

* * *

What is the remedy? Pius XII tells us that the remedy is to "awaken again the consciousness of a juridical order resting on the supreme dominion of God and safeguarded against all human whims; a consciousness of an order which stretches forth its arm in protection or punishment over the inalienable rights of man and protects them against attacks." The restoration of a sense of right and wrong is one of the greatest needs of the times. This cannot be accomplished without religion which teaches that God is the supreme lawgiver to whom all, high and low, rich and poor, are subject and accountable. On the tablet of every human heart He has written His natural, moral law. His ten commandments proclaim His law. His Church received the commission and authority to make it known to all nations of the world. Few in this modern age can honestly say that they had no way of knowing what is God's law. — Most Rev. Aloisius J. Muench, Bishop of Fargo.

The Effects of Reading on the Adolescent

Sister M. Corde Lorang, O.P., M.A.*

WHAT effect has reading on the adolescent? Up to a few months ago, we had absolutely no scientific proof that reading had any effect for either good or evil. There was plenty of theorizing from armchairs and desks. Numerous articles had been written about what individuals thought might be the effects of certain books or magazines, but there was nothing which would stand up against the skeptical lawyer in a lawsuit. This fact was made only too evident in the fall of 1943 when the Post Office Department carried on proceedings to prohibit one of the current magazines from using second-class mailing rights. For centuries we had presumed that reading material was objectively good or bad, and, as such, could have either a good or bad effect on the reader. English programs, history objectives, and literature courses had frequently been based upon the theory that reading material could inculcate ideals. Not only Catholic schools but whole city systems had adopted this point of view. Was it right? We thought so, but there was no proof.

In view of the seriousness of the situation and the dire need of scientific facts, Dr. Thomas Verner Moore, O.S.B., head of the department of psychology at the Catholic University of America, initiated and directed the present study on *The Effects of Reading on Moral Conduct and Emotional Experience*. Questionnaires were sent to seven schools in various parts of the United States from Spokane, Wash., to Brooklyn, N. Y. Both public and Catholic schools cooperated and our conclusions are based on responses from 2308 subjects, 660 of whom were boys and 1648 were girls. The subjects were drawn from the high schools and the age range is from 14 to 18 years with a few overage students of 19.

In an article of this length, it is impossible to give an adequate picture of the technique employed in securing truthful, frank answers, or of the wealth of material obtained from the answers of the students. Suffice it to say that in the study, itself, we have been able to include forty pages of direct quotations from the responses of the subjects, pages which give overwhelming qualitative proof of what reading can mean in the life of the individual. The following are but samples of these quotations:

"It was a short story about an altar boy in a religious magazine who wanted to become a priest but he didn't know if he had a vocation. I did like he did. He prayed to the Blessed Mother and went to morning Mass as often as possible."

"There was a cartoon in a book of a Catholic boy who was known by quite a few people in the parish and was quite popular. It showed him walking around a corner and looking around to see if anyone had seen him because he had been with a bunch of boys who had done wrong. That seems to be on my conscience every time I am with a certain mob of boys."

"After reading *Robin Hood* my brother and I got together the kids in the neighborhood and we picked sides and fought."

"Often after reading a worth-while book, I find myself doing things that I read about other characters. Once I found myself actually setting the table without being told."

"Sometimes the pictures I see in some magazines give me impure thoughts and make me feel low. I do not especially care looking at these pictures."

(As a result of seeing illustrations in magazines) "I did wrong by this. I was aroused and I wanted to get into sexual intercourse."

"The book made me think too much about the horrible things in life."

"*Dark Symphony* teaches us to treat colored boys and girls just like white ones."

"*Burnished Chalice* gave me courage to carry on."

"It was difficult not to hate the Japs after reading . . ."

"The *Royal Road* made me realize how much the Negro needs help and how much injustice has been done them. It aroused my sympathy and aroused my love for Christ."

"After reading *Good-bye Mr. Chips* I saw that learning did not mean anything unless we put into our work the things we learn, especially love for our neighbors."

Even more telling are the correlations we have obtained of the relationship between both magazines and books and the kind of effect produced. One of the items on the questionnaire was: What books or magazines have had a good effect on you? a bad effect on you? The students listed the books and magazines which they thought had affected them for good or evil. From the books and magazines given, a list of books and a list of magazines were compiled and submitted to competent authorities. They were asked to judge whether or not they thought the books and magazines were fit or unfit for adolescents, on moral grounds. (The books were submitted to one group of nine independent judges; the magazines to another group.) Although there is not sufficient space to describe the process of rating the books and magazines, we feel we made it as objective and foolproof as is humanly possible. Using the tetrachoric correlation technique, we found the coefficient of correlation between kind of book and kind of effect to be .958 (N 656); between kind of magazine and kind of effect produced, .992 (N 3890). This means that if a book or magazine has an effect on the reader, the effect will almost certainly be in accord with the nature of the book or magazine. A book or magazine judged fit for adolescents by competent judges will almost certainly have a good effect; a book or magazine judged unfit will almost certainly have a bad effect. From our data, we are unable to say how often books and magazines have affected individuals. That is a point which would bear investigation. However, from a casual inspection of the responses, we could tentatively predict that very few readers, if any, escape without

being influenced for good or evil by what they read.

In our study, we classified magazines into six categories as follows: (I) Catholic magazines; (II) science, hobbies, business; (III) magazines on the N.O.D.L. lists plus a few more; (IV) certain popular illustrated magazines and comics; (V) movie and radio; (VI) all others. We have secured correlations between these classes of magazines and sex responses on the questionnaire for all age levels within the high school and for both boys and girls. As an idea of what has been obtained, we include the following figures for boys and girls (N 2308).

Correlation between sex responses and magazines of:

Class I .087	III .544	V .121
II .034	IV .225	VI .190

None of the correlations are high, but the correlations of Class III and sex responses assumes importance when contrasted with those for other classes of magazines.

In answer to questions on another section of the questionnaire, 86 per cent stated that books had aroused their emotions; 73 per cent that magazines had; 62 per cent that illustrations had. Thirty-six per cent said bad thoughts had been aroused by books; 42 per cent that they had been aroused by magazines.

From these figures and others in our study, we can conclude that we have statistically significant data for the statement that reading material can influence conduct for good or evil in accordance with the nature of the reading material. There is also validation for the technique used in making up lists such as the N.O.D.L., and current library lists for adolescents. Reading can be a powerful influence for either good or evil. We can use it to build character or break it down. To aid teachers and directors, we appended to our study a list of 185 magazines and 327 books with our ratings and the appraisal by the students. These lists together with three bibliographies comprising more than 290 titles should be of value to others who will do much needed research in the field of reading. Many problems need intensive study; a few of these problems we have tried to point out as we went along, but others will come to light only as more and more work is done in the field. Let us hope that superintendents, principals, and teachers may become increasingly aware of the urgency of the situation. From evidence at hand, one wonders how many of these leaders have the slightest idea of the daily conflict in the hearts and minds and souls of their charges.

PRIORITY FOR CATHOLIC SCHOOLS

War Production Board Regional Directors have been instructed to give authorization and priority assistance to private schools upon application for critical materials if the school provides a type of education which is otherwise not available in the community. The authorization shall be given without regard to facilities available in public schools. This decision, which is a change of policy, is the result of an appeal made to the WPB by Rt. Rev. Msgr. Michael J. Ready of the N.C.W.C.

*Sister M. Corde Lorang, O.P., a Maryknoll Sister. This article is based upon a thesis submitted to the Catholic University of America.

Practical Aids for the Teacher

Spelling in the Geometry Class

Sister M. Pierre, C.S.A.*

In order to ascertain whether an occasional formal lesson in spelling might benefit high school students or whether the students at that level had developed enough of a critical attitude toward spelling to make such a procedure unwarranted, I decided to test four of my sophomore geometry students. The test consisted of 25 words of which the meanings were clear since all had been met and used at least occasionally, some frequently. The words were:

geometry	trapezoid
angle	octagon
perpendicular	complement
concurrent	rhombus
intercepted	quadrilateral
postulate	vertices
corresponding	corollary
perimeter	proposition
loci	parallel
polygon	median
theorem	orthocenter
congruent	bisector
concentric	

Nine out of the 25 words were misspelled at least once, giving a total of 13 errors of which 3 seemed to be visual errors and 9 seemed to be of the auditory type. I have listed them below giving the initials of the students and the type of error, using "A" for auditory and "V" for visual.

These nine words were studied on the next

Words Misspelled	R.S.	M.S.	B.M.	L.B.
perimeter				primeter (A)
orthocenter				orothcenter (A)
rhombus		rombus (V)		
quadrilateral				quadratal (A)
parallel				parall (A)
theorem	theorum (A)			theorum (A)
trapezoid	trapazoid (A)		trazoid (A)	trapazoid (A)
octagon	octegon (V)	octygon (A)		(octogon?) (V)
complement		compliment (V)		

day according to Dr. Horn's method of studying spelling, and, on the day following, another test was given. At this time, all the students had 100 per cent, except L.B., who

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hesitated over octagon and perimeter. I noticed that she wrote it as "octagon" first, then changed to the "o" for "a." She wrote perimeter also correctly during the test, but after the test had been completed, went back to it again, started to rewrite it, then crossed it off again. This has proved conclusively to me that getting a 100 per cent in a test might not necessarily mean that the pupil is sure of a word.

In a small group like this, one has the opportunity of observing students more closely, so I looked over L.B.'s pretest and discovered that the "a" in octagon looked like a cross between an "o" and an "a." Upon questioning, L.B. admitted that she had stretched her conscience in not checking it. The faulty pronunciation, "primeter," to which she had accustomed herself, and which seems to lie at the root of most of her trouble, had made her want to rewrite that word, until she had recalled the correct pronunciation.

The conclusion to which I have come in this experience is that an occasional formal lesson on the words employed by geometry students would be very valuable to them, even though a spelling conscience can, to a certain extent, be developed and strengthened by the teacher's approval of correctly spelled words and disapproval of those misspelled. To measure the extent to which this incidental

learning functioned, it might have been interesting to note the relationship between the frequency with which the words were used in the text and the percentage of accuracy among the students in the pretest.

dents were more freely allowed to elect either typing alone or in combination with shorthand, and thus they fortified their classical training with the practical arts. Many a college student later blessed the typewriter when term papers, assignments, and lectures began to pile up in fast succession. Perhaps, if we, the teaching body which plans the curriculums, would consider more minutely the unique contribution which typing and stenography can make toward our final goal in teaching, we would be impressed by the fact that in them we have a strong ally in this business of education.

For Mental Development

The value of a subject should be measured by the power it develops in the student to think, plan, and execute. The possibilities of mental development involved in the study of stenography and typewriting are unquestionably very great. As educative forces they are especially valuable, not only as cultural, but as utilitarian subjects. The study of these subjects develops the power of expression, which is so much of the soul of education—that power which asserts itself, makes itself felt, and moves the world. Though largely vocational, they have a high disciplinary value when correlated with other subjects, and it is in this relation that this paper would discuss their educational value.

At one time, stenography and typing were regarded as mechanical arts which required no great amount of ability to master. It is now conceded that they admit of the widest range of mental action. The student of stenography not only thinks, but she executes, or expresses, her thoughts in words and action. On the practical side the advantages of stenography and typing are so obvious as hardly need mention, and their value too great to be measured in dollars and cents. But their greatest value lies in the mental training which they impart. No other subject can excel them as a means of cultivating quickness of thought and concentration of mind. From the first lesson the student of stenography begins to think more quickly than before and to act more promptly in putting upon paper the picture of her mental impressions. She undergoes mental gymnastics which are a sure cure for sluggish or slovenly mental habits. The mind is awakened, becomes alert, quick, and active; hearing is made more keen, and the hand is trained to execute with precision and rapidity. In mental culture stenography as a study compares favorably with other subjects. In many respects it resembles the study of foreign languages. The mental processes involved are much alike. The same facilities are developed and trained—reason, memory, observation, comparison, investigation, judgment, and conclusion. Both give the student a better command of the mother tongue; in both, the grammatical laws of language are the basis of interpretation; both give exercise in spoken language; both introduce the student to literature. Where correlated with other subjects, such as English, history, and geography, dictation may be given in class which will serve to create a lively interest in the subject at hand, and at the same time afford stenographic practice.

The Disciplinary Value of Stenography and Typewriting

Sister Margaret Patrice, S.S.I.*

Thirty years ago, when Katharine Gibbs, a widow with two small sons to support, started a secretarial school in Providence, R. I., it was not considered quite proper for young ladies to learn typing and shorthand. Today, in war or peace, America's capable well-trained women secretaries are indispensable to business and the professions. Today the annual enrollment of more than sixteen hundred students in the Katharine Gibbs

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Schools in Boston and New York testify to the good judgment which government, aviation, engineering, and publishing makes when they bid for Gibbs secretaries. But, aside from the utilitarian aspect of typing and shorthand, as educative forces they have few equals.

We err gravely when we leave no room in the schedule for the election of these subjects, or, worse still, sharply cut the curriculums into strictly secretarial and classical cubicles. Twenty years ago high school stu-

Stenography and English

The intimate relations existing between the study of stenography and that of English makes these subjects mutually helpful in the course. To pursue a course in stenography without a good knowledge of English is like building a house upon sand. Learning stenography is a study of English from the practical side, giving the student specific, utilitarian training in the mother tongue. The student of stenography works at English seriously; she gets the true meaning of words, the relation of phrases or clauses to other parts of the sentence, their interdependence, and their force; she comprehends construction, becomes familiar with the use of synonyms, and the relations existing between the derivative words and their roots; she studies the sequence of ideas, the development of thought; she corrects, transposes, separates, and reconstructs—in a measure the student creates. The process of working out the thought involved in the brief, often imperfect, shorthand notes, turning spoken thought thus recorded back into faultless English and correct print, is an exercise which gives a discipline of the greatest value and a practical command of the mother tongue which can be obtained in no other way.

Besides being a corrective in punctuation, capitalization, paragraphing, and style, these subjects also serve to form habits of neatness, accuracy, and form. But they are truly the antidote for poor spelling. The treatment goes direct to the root of the disease; it applies the right remedy to each individual case. This is the proper and most effective way to teach spelling.

The use of the typewriter makes the operator his own critic. It is commonly known what skill and technique of English the typesetter acquires. The writing machine affords even greater advantages in this direction. The operator not only sets the type, but he also reads the proof. For discipline in practical English there is no training better than that of proofreading.

It Teaches Thinking

The value of typewriting, considered as an instrument of manual training, is great, but in cultivating rapid thought and quick action, accuracy, neatness, and general utility it serves a yet higher purpose. The general discipline gained in learning typewriting alone places the study among the most important educational agencies of modern times.

The study of stenography and typewriting cultivates concentration. In this age of intense mental and physical activity, competition compels you to fight the battles of a strenuous life. Our schools must shape their courses so as to develop concentration of the forces of youth. Concentration is highly disciplinary; it is the first element of thoroughness which is the golden key to success. Our business schools afford excellent discipline, because in them the student pursues subjects which, from their utilitarian nature, develop concentration. Reporting a speaker requires concentration of mind and hand.

The "touch" method of typing is valuable in training the mind and hand to work harmoniously. The disciplinary effect is similar to that of learning the piano. There is no more valuable lesson to the beginner in typewriting than being required to produce perfect work. To make a complete page without a

single error requires intense concentration of mind and trains the hand in exactness.

Perhaps the most important educative feature of the study of stenography and typing is that it teaches the student to think. To be able to think is the first element of successful shorthand writing and transcription. The stenographer *must* think; she cannot be mechanical and succeed. When transcribing notes there is the greatest necessity for thinking; badly constructed sentences must be reshaped; historical facts looked up; literary quotations verified.

The pupil is taught the necessity of following the thought of what is being said as she records the words of the speaker, and in transcribing her notes to take up the thought and hold to it, that she may see the complete, unbroken chain of ideas, the whole thought, from beginning to end. She is taught to get behind and under her notes, to read between

the lines, to see more than mere stenographic characters on the page, to have a clear concept of the subject matter in hand; and when that is done we can depend upon it that there will be good, intelligent copy. This is the development of power and its consummate result. This is what stenography and typewriting as studies will do for the student under proper instruction. Teachers should guard carefully against placing the stress of their work upon the mechanics of these subjects which must necessarily turn out poor stenographers who might otherwise be an honor to the profession.

The study of shorthand and typewriting gives a pupil a better mental equipment for an active, useful life while it supplements and utilizes all subjects in a way that adds strength and power to the whole course. It assimilates knowledge and clears the mental vision in the best and quickest way. In a sense it disciplines, it educates.

MEET OUR PRESIDENTS

Sister M. Gerard, C.D.P.*

A nation new as President George Washington elected,
And eight years later Adams, by Federalists selected.
The third was Thomas Jefferson who sought to buy New Orleans;
By greater purchase, statesmen made a master deal, by all means.

James Madison steered the country through her second war with Britain;
The Era of Good Feeling fell to Monroe, fourth Virginian.
John Quincy Adams took the helm for four years' duration;
The hero, Andrew Jackson, came on with innovation.

Van Buren was in office in the panic of 'thirty-seven.
Harrison a short time ruled ere his death knell tolled from heaven;
John Tyler filled the vacant seat which Polk ere long commanded,
And War with Mexico brought in the Golden West demanded.

The twelfth was Zachary Taylor brave; men called him "Rough and Ready";
Death's summons came within two years, and Fillmore's rule was steady.
On Franklin Pierce and James Buchanan the Democrats decided;
By each decision for the best their countrymen abided.

Abe Lincoln suffered Civil War the Union bond to strengthen,
And was ended by an assassin's hand ere peace his days could lengthen.
Then Johnson and U. S. Grant were Presidents to follow;
Each tried in part to mitigate the Reconstruction sorrow.

Next R. B. Hayes chose for his aim to seek his country's credit;
James Garfield's death called for reform, the Civil Service Merit.
"Chet" Arthur served, and Cleveland came; the President Succession Bill succeeded,
Ben Harrison the Silver Purchase Act soon signed, and Cleveland next repeated.

In 'ninety-eight by War with Spain, the States acquired the Philippines useful;
McKinley fell in nineteen one, third victim to anarchists' brutal.
The leadership in Roosevelt answered; Theodore proved a statesman active.
As Taft waged war against the Trusts, the aims of capitalists proved ineffective.

In nineteen thirteen came Woodrow Wilson, founder of the League of Nations.
The death note heard in 'twenty-three made Harding's days of brief duration.
John Calvin Coolidge took the lead and in expenses sought curtailment;
Herbert Hoover followed on, and soon occurred the depression ailment.

Since Franklin Roosevelt serves three times, the fact has changed the term theory;
His days are clouded with the pain of global war and world fury.
Each President can help the land achieve a rightful standard,
When every soul whom he rules o'er pursues a right course onward.

*St. Francis School, Iota, La.

Visual Aids for the Life of Christ

Maps, Films, and Dramatic Scenes

Brother Cyril Marcus, F.S.C.*

CONCERNING MAPS

Necessity of Maps

Any course in the life of Jesus Christ needs maps. As Rev. Rudolph G. Bandas remarks: "Maps and pictures are indispensable in the presentation of Bible and Church history."¹ This opinion is thus motivated by Rev. Patrick J. Carroll: "Indeed, we cannot make an understanding study of any history or biography if we do not know the land of the race or of the individual under consideration. . . . Giving the names of unknown places in narrative is as useless as giving the names of unknown people."²

Textbook Maps

A good map in the textbook is an ideal that should be made a reality, for any other substitute has its inconveniences. A class map can be very useful, as can a desk map, but the former must be large and simple enough, and the latter must be cheap and convenient to use. Such qualities are not easy to find. If the textbook used in the course on the life of Christ does not have adequate maps, the teacher may find supplementary material in the maps which follow.

Large Class Maps

Among the large class maps the following may be mentioned:

Philips' Scriptural Wall Series: P S 6 Palestine in the Time of Christ. (On cloth — 1C mounting, \$3.25; with wooden rollers at top and bottom — 10 mounting, \$4.)³ This series has eight maps for the Bible (size 36 by 46). Map 6 is the above one.

Map of Palestine (Number M 48, size 39½ by 41 in seven colors; 10 mounting with plain wood rods at top and bottom, \$4.) This map, published by the same company, gives a three-dimensional effect. Present as well as past localities are marked on it; it contains a mileage chart and the names and elevations of the mountains. For both of these maps, the teacher himself must judge according to his purpose if the size is sufficient for the details. What could serve admirably in a small class might be nearly useless in a larger one.

In the Footsteps of the Lord: The Bible in Maps. This publication of 12 maps on 6 sheets of heavy durable stock, size 23 by 35, containing a key at the corner of each map with Biblical references, and various other information is made by the Catechetical Guild.⁴ The set sells for \$10. The 12 maps in color are: (1) Adam to Moses; (2) Moses to Joshua; (3) Joshua to the Division; (4) The Division to St. John the Baptist; (5) Christ in Childhood; (6) Christ Among the

People (First Year); (7) Second Year; (8) Third Year; (9) Christ in Triumph (Palm Sunday to Holy Thursday); (10) Christ in Sacrifice (Holy Thursday and Good Friday); (11) Time of the Apostles; (12) From the Apostles to the Present.

Many teachers prefer to make their own classroom map. This is to be encouraged when possible, for then the map can be adapted to the classroom, and only those details that are desirable can be noted. A portable blackboard may be used. Light squares may be employed to secure a fairly accurate sketch. The map should be at least 4 feet by 2½ feet with the main captions bold enough, and without details. If desired, the main lines could be shellacked with a sprayer so as to make the map permanent. Further details could be added as called for. The map might also be made on a large sheet of strong white paper. The students may derive great advantages from such a map if the teacher has them make similar ones on drawing paper. The students' maps should be well proportioned, but neither mechanical exactness nor artistic finish is to be asked. Lines may be used to represent main journeys in our Lord's life. A separate page should serve for His hidden life, then one (at least) for each of the years of His public life. This procedure would render the discussion much more vivid, and engrave the main events in the students' minds.

Maps for Desk Use

There are two publications that can be mentioned here. The first is called: *Story Map of the Life of Jesus.*⁵ This has pictures and the tracing of Christ's journeys. The price is \$1. The second publication is the *Paths of Christ.*⁶ This map is in color; the size is 12½ by 27 inches; the price is 50c or \$5 per dozen. It is on strong light cardboard that folds in three. The names of provinces and main cities are printed in red; other cities are in blue; various events are printed in black at the place they occurred; the roads are in light red. Numbers found near the cities refer to a list of 139 events in the life of Christ printed on the back of the map. This list also gives the Gospel references for the events. On the back of the map are charts of the distances between cities, the recorded appearances of Christ after His Resurrection with references, and the miracles and parables with references.⁷ Though a little cumbersome for the desk because of its length, and a little crowded with details, this map is one worth knowing. The ready references make it valuable.

*Published by Denoyer-Geppert Co.

³Published by Morgan-Dillon & Co., 6431-33 Ravenswood Ave., Chicago, Ill.

⁴This publication has the approbation of ecclesiastical authorities, 1941. The same company also publishes a classroom map called *Life and Journeys of Jesus Christ*, 22 by 36 at \$1.50. This map, exactly the same in size and detail as the *Paths of Christ*, contains on the sides 23 illustrations in color. It is probably too small and detailed for a large class, but it makes interesting study at close hand.

Biblical Atlases

There are several Biblical atlases that are outstanding. The first is a scholarly work called *Maps of the Land of Christ* by Rev. Eugene Seraphin, O.F.M., and Rev. Jerome A. Kelly, O.F.M. The book has 61 pages and contains 23 maps about 9 by 6½ in color.⁸ The price is \$1. After three maps on the Old Testament are ten maps, each of which traces, by means of red lines, the journeys of our Lord. Following these are five maps relating to the Passion of Christ, then five more concerning Jerusalem, Bethlehem, Nazareth, Ain Karim, and Cana. Opposite each map on the opened page is a mileage chart for the journeys in the map, together with an outline of the events in Christ's life for that period. For the maps of the Stations of the Cross, of Calvary, of Bethlehem, of Jerusalem, etc., various historical and descriptive notes are furnished. The only map that appears overcrowded is that of modern Jerusalem found on page 41.⁹ Part II of the same book contains historical notes on Palestine; references on the miracles of Christ, His appearances after the Resurrection, His parables, His similitudes, and allegories; notes on the seas, mountains, and rivers of the Holy Land; and a mileage chart. An index is also added. This atlas has much information that the teacher can use, and accurate details to guide his explanations.

The next publication is the *Bible Atlas — A Manual of Biblical Geography and History*¹⁰ by Jesse L. Hurlbut, D.D. It has 168 pages, is 9½ by 11¼ in size, and costs \$3.50. It contains more than 90 maps, charts, and diagrams; a chronological chart; and more than 100 photographs of the Holy Land. It is written by a non-Catholic, but is avowedly nonsectarian. An index on the Temple and on Biblical measures, and a final index to the maps, complete this work. Of course, the space devoted to the New Testament is only a small part of the book (pp. 98-107 for the life of Christ), but the photographs as well as the chapter on the Temple with the diagrams, and the chapter on physical Palestine are of value to the teacher.

A smaller work called *Historical Atlas of the Holy Land* is about 9 by 11¼ in size, contains 46 maps in color, and costs \$1. This atlas, covering all of the Bible, was prepared in collaboration with leading religious historians of many faiths and denominations.¹¹

A thoroughly Catholic atlas of good authority is that of Madame Cecilia, published in connection with her *Catholic Scripture Manuals*.¹²

⁸Published by St. Anthony's Guild Press, Paterson, N. J., 1938, and intended for use with the book of Rev. Isidore O'Brien, O.F.M., *The Life of Christ*, published by the same company.

⁹A more readable map of modern Jerusalem for ordinary purposes may be found in *The Crusader's Almanac* of September, 1942, pp. 32-33, published by the Commissariat of the Holy Land, Franciscan Monastery, Washington, D. C. This publication has interesting articles on the Holy Land in every issue.

¹⁰Published by Rand, McNally & Co., 536 South Clark St., Chicago, Ill.

¹¹This atlas is cited favorably by Very Rev. Kilian J. Henrich, O.M.Cap., in *THE CATHOLIC SCHOOL JOURNAL*, XXXVIII, 9, p. 12 A. It is published by Rand, McNally & Co.

¹²Published by Burns, Oates & Washbourne, Ltd., 43 Newgate St., London.

*Sacred Heart College, Las Vegas, N. Mex.

¹*Religion Teaching and Practice* (New York: J. F. Wagner, 1935), p. 21.

²*The Man-God* (New York: Scott, Foresman, 1927), pp. 5-6.

³Published by Denoyer-Geppert Co., 5232 Ravenswood Ave., Chicago, Ill.

⁴The Catechetical Guild, 541 University Ave., St. Paul, Minn.

FILMS AND SLIDES HELPFUL

The Value of Films

The use of films is another modern educational aid that should not be overlooked in teaching the life of Christ. Films give clearness of detail for an entire class that no wall pictures can. Further, films furnish much more material than pictures, and they furnish it in a more lifelike manner; especially is this the case in motion pictures.

The Use of Films

Films should be used with proper preparation, presented with explanation, controlled by questioning, followed up by talks and essays, and, finally, reviewed after a few days. Films should be presented only after a topic has been studied thoroughly. Only then will pupils observe details with interest and profit. If the main geographical and social features of Palestine have been pointed out to them, the film will mean so much the more. We cannot ask students to observe closely when they do not know what to observe. Films must also be explained sufficiently. It is better to have more showings with fewer views well explained, than to exhaust the whole collection with a vain satisfaction of curiosity, and only a superficial religious impression.¹³ A film should not be a mere time killer; it should be an eye opener. The pupils should understand better the life of Christ, the customs of the time, the physical background. And the effect may be deeper than mere knowledge. Emotion, conviction, and sincere imitation should be stirred.

Stop Films and Slides

The following are some of the films easily obtainable in the United States.¹⁴

The Co-operative Parish Activities Service, Effingham, Ill., handles the following films:¹⁵ "Sets on the Bible": Numbers 12 to 18 inclusive are on the life of Christ, and contain each from 34 to 63 views. Numbers 19 and 20 are on the Apostles; No. 651 is before Christ's coming; No. 654 is after Christ's coming (94 views); numbers 454 to 481 inclusive as well as numbers 487 to 498 inclusive, and No. 674 are on the geography of Palestine. No. 92 is a Passion play with 52 views; No. 93 is a drama "The Other Wise Man," 41 views.

The following slides may be obtained from the same organization:¹⁶

"New Testament," 14 lessons; 234 slides (glass, colored, size 3 3/4 by 4 inches; cannot be used on the new tripurpose projector).

"Life of the Most Blessed Virgin Mary" — 1 lesson.

"New Testament": Numbers 1 to 128 inclusive on the life of Christ. (Size 2 by 2, Kodachrome slides; to be used on the tripurpose projectors.)

¹³Cf. *The Catechist's Manual* (Philadelphia: J. J. McVey, 1912), p. 82 ff.

¹⁴Various companies in Paris, especially Bonne Presse and Bloud & Gay, produced fine films on the life of Christ, and on the geography and customs of Palestine.

¹⁵Members of this organization pay an annual fee of \$10 which entitles the parish to make use of all the services in films, pictures, posters, etc. If the services do not amount up to \$10, the fee is carried over from year to year. Nonmembers may rent the films at 15c per roll; or they may purchase them at an average of \$2 per roll. The films are single-frame films 35mm., 1 1/8 inches wide; the picture is 1/2 inch high and 1/2 inch wide.

¹⁶The Kodachrome slides may also be purchased in Eastman ready mounts at 50c each.



— G. C. Harmon
Thanksgiving Basket.

The National Picture Service, 324 East Third St., Cincinnati, Ohio, has a set of 288 glass slides on the life of Christ.

Slides are more cumbersome to use than films, and much more costly, though they may offer certain advantages by the color and the artistry of production.

Stop films seem to be one of the most efficient means of giving students a good idea of the geography and social conditions of Palestine. The sets from the Co-op Parish Activities with 41 films on geography of the Holy Land containing more than 1500 views should serve any purpose desired. As textbooks cannot furnish sufficient photographs, stop films should serve to round out the view.

However, the teacher should bear in mind, that if too much stress is laid on geography, it is no longer a religion lesson, and the effect of the personality of Christ may be lost amid the details of landscape and custom. Geography and history must serve merely to clarify situations in Christ's life, and to give a fitting background to His personality.

Motion Films

The values that an occasional motion picture on the life of Christ could bring should not be neglected.¹⁷ However, it may prove somewhat difficult to find productions suitable from every point of view. An occasional picture may be found presenting scenes designed more to draw a laugh than admiration, while others have a Protestant interpretation.

Bell and Howell Co., 1842 Larchmont Ave., Chicago, Ill., handles 12 complete life-of-Christ films (sound and silent), as well as

¹⁷One may recall here the conclusions of experiments by Knowlton and Tilton in the contributions of the "Yale Chronicles of American Photoplays" to history teaching: "1. They stimulate recitation, causing a far larger percentage of the class to volunteer more often and to greater extent. 2. An increase in the number and improvement in the type of questions, class discussion, etc. 3. An increase in the scope and amount of supplementary reading. 4. Development of interpretation, understanding, and appreciation. 5. Insuring greater permanence of learning. 6. Effecting a considerable economy of time and teacher effort." Brother Angelus, C.F.X., "Visual Aids and Their Function in the Teaching Process," *Journal of Religious Instruction*, IX, 827.

many dealing with phases of the life of Christ, His parables, etc. Among these may be mentioned the "Complete Passion Play" (silent) 7 reels (320) \$7 rental, dealing with phases of the whole life of Christ. It is impressive and devotional. This company has a further series of some twenty titles on the geographical background of the Holy Land. Details on these may be had from the Bell & Howell Co. catalog.

The Film Classic Exchange, Fredonia, N. Y., handles the following 16mm. films:

"The Passion Play" filmed in the Holy Land; 5 reels; sound or silent; rental, \$20.

"The Life of Christ": 5 reels; silent; rental, \$7.50.

"Jesus of Nazareth" filmed in Palestine; 6 reels; sound; rental, \$15.

"Behold the Man": the Crucifixion; silent; 1 reel, rental, \$3.

"Hope of the World": the Resurrection; silent; 1 reel; rental, \$3.

"Star of Bethlehem": the birth of Christ; silent; 1 reel; rental, \$3.

"Garden of Gethsemane": silent; 1 reel; rental, \$3.

"The Flight Into Egypt": silent; 1 reel; rental, \$3.

"Damascus and Jerusalem": the Holy Land in film; 1 reel; sound or silent; rental, \$3.

"Tyre and Sidon": 1 reel; silent; rental, \$3.

"The Land of Samson": 1 reel; silent; rental, \$3.

DRAMA

Only a few suggestions about the material available can be made here. The presentation of suitable Passion Plays, and the writing and production of plays based on incidents in the life of our Lord are valuable activities provided care is taken to preserve the spirit of respect and devotion.

"The Life of Christ in Pantomime and Dramatization," published by St. Anthony's Guild Press, consists of six tableaux, with pantomime and reading for 12 additional scenes. The cost is 25c.

"Holy Night," by Gregoria Martinez Sierra, is a miracle play in three scenes.¹⁸

"The Betrayal," by Father Geoffrey Nevil Dowsett, O.M.I., is a Passion Play highly praised by Chesterton.¹⁹

"The Upper Room," by Msgr. Benson, is only one of the many other outstanding Passion Plays.²⁰

The reader is also referred to the Passion Plays and other religious plays offered by The Catholic Dramatic Movement.²¹

¹⁸Translated by P. Hereford; published by E. P. Dutton & Co., 286 — 4th Ave., New York City; 56 pp., 1929, \$2.50.

¹⁹Samuel French Pub. Co., New York City, \$1.50.

²⁰Longmans, Green & Co., 114 Fifth Ave., New York City, 1925, \$1.65, or paper 40c. (Revised by N. E. Reed.)

²¹P.O. Box 1336, Milwaukee 1, Wis.

TEACHING MATERIALS ON AVIATION

A list of free and inexpensive teaching material on aviation, "a practical directory of sources of illustrative materials and information about air transportation," may be obtained for the asking from School and College Service, United Air Lines, 23 E. Monroe St., Chicago, Ill. This institution will also send you its own educational material, including a chart locating the parts of an airplane and a large map of the United States showing air lines.

Objective Tests in Arithmetic: Grade IV

Sister M. Rosaline, C.S.A.*

(Concluded from the October issue)

UNIT II

Name Date

Directions:

Write your name and the date into the spaces at the top of the page. Have at least two pencils ready for use. Read carefully all directions before working any problems. Do not begin to work till your teacher says you should. Ask no questions of other children. If you need help, raise your hand for your teacher to see. She will help if she can. Write plainly. Stop when your teacher says *stop*.

Divide each number in Row A by the number at the left. Write the quotient in Row B.

Row A	42	36	54	24	30	48	18
6	.....	.....	.....	.....	.....	.....	.....
Row B	.....	.....	.....	.....	.....	.....	.....
Row A	48	40	64	56	72	8	24
8	.....	.....	.....	.....	.....	.....	.....
Row B	.....	.....	.....	.....	.....	.....	.....

Match the items in column A to those in column B by writing the answer into the space at the right.

Column A	Column B	Space
2000 lb.	3 feet	1 quart
16 oz.	1000 lb.	1 bushel
100c	a.m.	1 foot
12 in.	60 min.	1 yard
4 pk.	24 hrs.	1 hour
p.m.	8 qt.	1 pound
12 mo.	2 pt.	1 peck
12 hr.	18 in.	afternoon
90 cents	45 min.	1 dollar
2 pk.	10 mo.	before noon

Finish these examples:

$$\begin{array}{llll} 6 \times 6 = & 9 \times 5 = & 5 \times 8 = & 8 \times 5 = \\ 9 \times 2 = & 3 \times 7 = & 7 \times 8 = & 7 \times 4 = \\ 7 \times 5 = & 9 \times 8 = & 9 \times 9 = & 9 \times 6 = \\ 5 \times 7 = & 3 \times 8 = & 6 \times 7 = & 4 \times 8 = \end{array}$$

Do this multiplication:

$$\begin{array}{r} 42,617 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 6,510 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} \$10.93 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 35,892 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 30,098 \\ \times 7 \\ \hline \end{array}$$

Divide these numbers:

$$5)565 \quad 7)497 \quad 8)656 \quad 6)396 \quad 9)1845$$

How many bunches of five will 515 pencils make? Ans. bunches.

How many trees are there in nine rows if each row has 35 trees? Ans. trees.

Make the clocks tell these times. Write the time after each:

Clock I—Three o'clock in the afternoon

Clock II—Six thirty in the morning

Clock III—Ten thirty at night



	M.	T.	W.	T.	F.
100					
95					
90					
85					
80					
75					
70					
65					
60					
55					
50					

Show by a line on the graph whether or not Joe is improving in spelling since Monday. His marks for this week starting on Monday are: 78, 82, 85, 87, and 90.

UNIT III

Name Date

Directions:

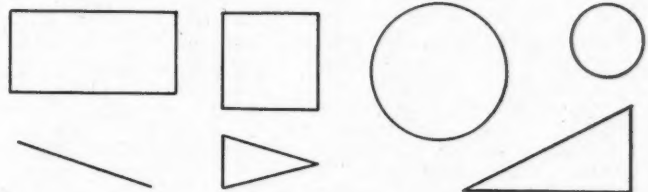
Write your name and the date into the spaces at the top of the page. Have at least two pencils ready for use. Read carefully all directions before working any problems. Do not begin to work till your teacher says you should. Ask no questions of other children. If you need help, raise your hand for your teacher to see. She will help if she can. Write plainly. Stop when your teacher says *stop*.

At the right use these words, add, subtract, multiply, divide to tell what to do to find:

- The total cost
- The number left
- The cost of one pencil when six pencils cost 60c
- How much change to give
- The difference between two numbers
- How much I spent in all
- How much more you need
- The cost of three things of the same kind

Use these words to label the figures below:

circle rectangle square triangle line



Draw a line under the correct number:

Six thousand, forty-four

6440 644 6044 6604

One million, three hundred four

1034 1,300,440 1,304,000 1,000,304

Two million, one hundred thousand, four hundred sixty

2,104,600 2,100,460 2,146,000 21,460

Read these problems and draw a line under the answer which you think is *most correct*.

Mrs. Stowe got 152 eggs in May from seven hens. How many eggs did each hen lay?

45 22 16 58 12 10

Buttons come 9 on a card. How many cards of buttons must you buy to get 107 buttons?

3 20 12 64 35 70

Nell can read 214 words in a minute. How many words can she read in 9 minutes?

4560 390 7300 1926

*St. Francis College, Ft. Wayne, Ind.

Fill in the blanks:

- I. Sam picked 53 qt. of cherries. His mother canned 36 qt. How many quarts were not canned?
The problem tells me that 1.
2.
The problem asks me to find 1.
II. The rug was 3 ft. and 5 in. long. The rug was in. long.
III. Jane played outdoors 1 hr. and 45 min. Jane played outdoors min.

UNIT IV

Name Date

Directions:

Write your name and the date into the spaces at the top of the page. Have at least two pencils ready for use. Read carefully all the directions before working any problems. Do not begin to work till your teacher says you should. Ask no questions of other children. If you need help, raise your hand for your teacher to see. She will help if she can. Write plainly. Stop when your teacher says *stop*.

Use the list to fill in the blank spaces at the right:

LIST	172 — is the
repeat	4)688 is the
product	4 is the
sum	
divisor	42 is the
bring down	$\times 12$ is the
subtract	84 is a
multiply	42 is a
dividend	504 is the
minuend	
addends	
quotient	Steps of long division
trial divisor	1.
partial product	2.
divide	3.
add	4.
multiplicand	5.
multiplier	
remainder	

Multiply and check:

- | | | | |
|-------------------|--------------------|--------------------|---------------------|
| 1. 46×32 | 2. 312×46 | 3. 892×20 | 4. 340×412 |
| 1. Check: | Check: | 2. Check: | Check: |
| 3. Check: | 4. Check: | | |

Divide and check by multiplication:

- | | | | |
|---------|--------|------------|--------|
| 23)483 | Check: | 62)248 | Check: |
| 45)1125 | Check: | 24)3360 | Check: |
| 23)4738 | Check: | 24)\$51.12 | Check: |

Fill in the blanks with one of these: add, subtract, multiply, divide:

A case of 36 bars of soap costs \$7.20. I must to find the cost of one bar of soap.

The price of one book is 84c. The class needs 30 books. To find the cost of 30 books we must

Joe's arithmetic marks for last week were 78, 80, 80, 88, and 90. To find the average I must first, then

UNIT V

Name Date

Directions:

Write your name and the date into the space at the top of the page. Have at least two pencils ready for use. Read carefully all the directions before working any problems. Do not begin to work till your teacher says you should. Ask no questions of other children. If you need help, raise your hand for your teacher to see. She will help if she can. Write plainly. Stop when your teacher says *stop*.

Read the sample problem carefully. Then work the other three problems that way.

Sample: John bought two books for 90c each. He gave the clerk \$2.00. How much change should he receive?

Step one — Solution:

$$90c \times 2 = \$1.80 \text{ cost of two books}$$

Step two — Solution:

$$\$2.00 - \$1.80 = .20 \text{ change}$$

I. Mother bought 10 yards of linen. She made 2 dresses, using 3 yds. for each. How many yards of linen were left?

Step one — Solution:**Step two — Solution:**

II. Mary bought 15 yards of lace at 10c a yard and a spool of thread for 9c. How much did Mary spend?

Step one — Solution:**Step two — Solution:**

III. John saved 10c the first week, 12c the second week, and 9c the third week. At the end of the third week he divided his earnings between his two little brothers. How much did each brother get?

Step one — Solution:**Step two — Solution:**

Notice what each sign says. Do the problems:

$\begin{array}{r} 9935 \\ +4369 \\ \hline \end{array}$	$\begin{array}{r} 16,394 \\ -8,289 \\ \hline \end{array}$	$\begin{array}{r} 23)8645 \\ \hline \end{array}$	$\begin{array}{r} 684 \\ \times 304 \\ \hline \end{array}$
$\begin{array}{r} \$19.36 \\ 8.84 \\ +3.27 \\ \hline \end{array}$	$38)3046$	$\begin{array}{r} 927 \\ \times 640 \\ \hline \end{array}$	$\begin{array}{r} \$39.84 \\ -19.93 \\ \hline \end{array}$

Write True after each sentence that is true and False after each sentence that is false:

- Twenty-seven thousand, four hundred is written, 27,004.
- $45 - 6 = 39$
- I divide to find how much change to give back.
- A.M. means afternoon.
- P.M. means forenoon.
- \$ stands for dollars.
- One half dollar is the same as 25c.
- From 9:00 p.m. till 1:00 a.m. is 4 hours.
- In one gallon of ice cream there are four quarts.
- If John drinks a quart of milk in one day, it will take him three days to drink a gallon of milk.

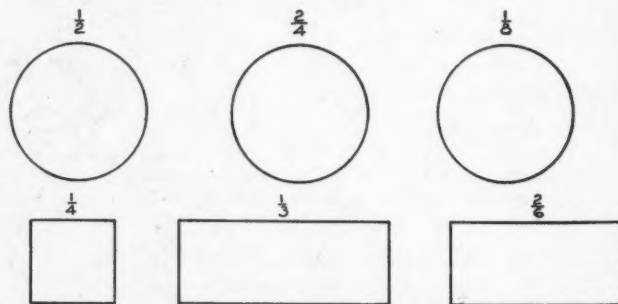
UNIT VI

Name Date

Directions:

Write your name and the date into the spaces at the top of the page. Have at least two pencils ready for use. Read carefully all the directions before working any problems. Do not begin till your teacher says you should. Ask no questions of other children. If you need help, raise your hand for your teacher to see. She will help if she can. Write plainly. Stop when your teacher says *stop*.

With your pencil, divide the figures below and darken the fractional part as stated above each figure:



Reduce these fractions to their lowest terms:

$$\frac{4}{8} = \quad \frac{3}{6} = \quad \frac{5}{10} = \quad \frac{2}{6} = \quad \frac{2}{4} = \quad \frac{3}{9} =$$

After the sentences that are true, draw a circle around the T; after those that are false, draw a circle around the F.

- Arithmetic can be used for the study of music. T F
- When I divide a pie into eight pieces each piece is called $\frac{1}{8}$. T F
- The partial product is the complete answer in multiplication. T F

4. $\frac{3}{4}$ of a yard is the same as 18 inches.
5. $\frac{1}{2} + \frac{1}{2}$ is 1.
6. One pound is the same as 12 ounces.
7. In two dozen eggs there are 24 eggs.
8. To find an average I must add, then divide.
9. A thermometer measures temperature.
10. A ton is 1600 lb.
11. A quarter of ten is the same as 9:45.
12. Parts of a whole are called fractions.

- | | | | | |
|---|---|--|---|---|
| T | F | 13. The sum of two numbers is found when one subtracts. | T | F |
| T | F | 14. A rectangle has four sides. | T | F |
| T | F | 15. The total is the sum of two or more numbers. | T | F |
| T | F | 16. A figure with four equal sides is a triangle. | T | F |
| T | F | 17. To find the difference between two numbers, I must multiply. | T | F |
| T | F | 18. Temperature is measured by degrees. | T | F |
| T | F | 19. From noon on Tuesday till noon on Wednesday is 24 hours. | T | F |
| T | F | 20. The number XXXII is the same as 33. | T | F |

Exploring the World Through Books

Sister M. James, O.S.B.*

Last fall 42 seventh graders decided to have a book club. The decision came only after a heated debate as to who should have the new book on the shelf. The girls had offered the same amount as the boys from their voluntary offerings. The final settlement was made which involved the teacher. Nothing else would be satisfactory but that she read the book to all. It was at this time that the pupils agreed among themselves to begin the "Seventh Grade Reading Circle Club."

Of course, the first thing in a child's business mind is to elect. We elected and re-elected. Those chosen did not seem to have the qualifications, therefore, someone suggested that we write the qualifications needed for a candidate on the blackboard. After this was done we sat and stared at the amount of saintliness a candidate would have to possess before he could attain the exalted position of president. A few moments passed silently during which much weighing of "me" and "thou" took place. One of the girls suggested that among the candidates for the four offices certainly some of those specifications existed. So, on the strength of that statement, the voting began.

Now that the first meeting was in session, they decided to hold it as long as possible. It was new; much work had to be done. Without the least sign of fatigue the club launched into rules and regulations. Some of the rules were:

1. Aim for one book a week. Dues of one nickel per week unless otherwise generously inclined.
 2. Each pupil's name was to be put into a box; at the meeting it was the privilege of the vice-president to draw the name of the person who was to read the book first.
 3. On each meeting day, six reports had to be spoken, not written. They may be dramatized, if the pupils wish.
 4. Each book shall cost us two dollars. This will take care of all books below that price and over it.
 5. Any extra money may be put into the container on the bookshelf toward purchasing extra books.
 6. One hour is to be used every other Friday to enjoy reading new books.
- It seems incredible, but neighbors have a surplus amount of helpers after a snowstorm. Many ran odd errands for whoever asked. And in the classroom, it was not surprising to see some few skip a recess to read. As the tasks

were finished, the room became more and more quiet and the clock more noisy. At the end of the year, the book club dramatized six of their books. They wrote the script themselves, and decided what the audience would learn from them. At the next meeting they chose their characters. During an English class they formed groups and made plans as to who should say what. During the first half hour after school called at noon, they went to their respective places to practice. The time was short; they knew they had to use every minute of it. One week later their day of days had come. They prepared the stage, looked out for all the necessities, and presented a charming dramatization of the six chosen books.

Besides having improved in public speaking, they were able to judge the quality of a book, as to its paper, print, binding, illustrations, and publisher, and value the reading content.

The club purchased sixty-seven books chosen from lists or reviews of *The Catholic Library World*, *The Junior Literary Guild*, *Pro Parvulis Book Club*, and *Books on Trial* at a cost of \$114. My "Book Worms" have passed on but they have left a map "Exploring the World Through Books" as a memoir of the places to which their books had taken them. It is made of white muslin, five feet by three feet. The continents are white stenciled on a light blue background. The titles are printed beside a colored-pencil drawing of that book. When it was completed, Asia had not many titles in its vast expanse. One of the boys very regretfully remarked "Not many of us traveled there, did we?" On the reverse are the 42 names of those who enjoyed "Exploring the World Through Books."

A Unit on American Forests

Sister M. Adele, R.S.M.*

Objectives of the Unit

To show the importance of lumber in the discovery of America.

To appreciate the importance of lumber in arousing interest in, and, finally, after all hope of finding gold had vanished, in saving the British colonies in America.

To show how the industrial growth of America depended, for almost a century on lumber.

To give some idea of the absolute dependence of the colonists on the forests.

To develop some idea of the importance of wood in the development of American architecture.

To learn new uses of lumber.

To appreciate our wise national forest policy.

To appreciate the beauty of our trees, by field trips, study of poems, and the study of famous paintings of trees.

Activities, Projects, and Problems

I. English

1. Oral reports
2. Written compositions. Booklets on: Vinland, Lumber Saves Jamestown, What Is a Tree?, Safeguarding Our Heritage, The Tree Bank, The Tree Factory.
3. Anthology on Trees
4. Appreciation lessons. Picture study on: Aspect of the Pines, An Avenue of Trees, Harp of the Wind, Snowbound. Poem study: *Trees* — Kilmer, *Whisper-*

ing Pines — Boner, *The Pine Mystery* — Hayne, *Moonrise on the Pines* — Boner.

II. History

1. Study and discuss: American forests and the discovery of America. The Vikings' interest in America. How lumber aroused the interest of the British Crown. How lumber saved Jamestown. The development of industry and its dependence on our forests. The development of our sawmills. The colonists' dependence on lumber. The names of some historic trees and the parts they played in history.

III. Geography

1. Study and discuss: Species of useful trees. Where forests are located. How forests serve us: lumber, conservation, recreation. Value of our forests. Naval-stores industry. Our national policy: Wise use of our forests — selective cutting, forest bank, seed trees. Protecting our forests: forest literature, forest protection.
2. Map study Name, locate, and find type of trees: West Coast Forest, Western Forest, Northern Forest, Central Hardwood, Southern Pine. Locate ports of shipment of naval stores.

*Sisters of St. Benedict, Hastings, Minn.

*Sisters of Mercy, Traverse City, Mich.

Locate furniture markets.
Locate lumber centers.
Locate national parks.

IV. Science

Appreciation of Enos Mill's *The Story of a Thousand-Year Pine*.
Study of the structure of a tree.
Discussion of the trees belonging to the coniferous and deciduous type.
Study of the pamphlet *New Magic in Wood*.
Discuss: New use of wood, Scientists work with wood.

V. Art

A field trip to examine and appreciate the beauty of winter trees.
Illustrations for the English booklet.
Appreciation of the pictures mentioned in the English section.

VI. Culminating Activity

After two weeks of intensive study the children prepared a program to present at the home and school meeting. The program consisted mainly of reports on the various phases of the unit in which the children were especially interested.

With each report, the child presented a large 18 by 24 chart which corresponded with the report given.

A short description of the more interesting charts:

American Forest Products—a large map showing the various forest regions in different colors.

American Forest Products—In the center a large tree and around it are grouped the various products of wood (pictures cut from catalogs).

What Is a Tree?—In the center a large tree and the cross sections of the trunk. Each part of the tree is tabulated and the work of that part defined.

Trees in Art—Some famous paintings of trees, also other beautiful pictures found in magazines.

Naval Stores—In the center a large tree; around it are the various samples in vials.

The Colonists Use the Forest—Interior of pioneer home. Arrows point to various articles made of wood.

An outline of the unit was given to each parent.

Our program:

Trees

Introduction
Trees—Kilmer
What Is a Tree?
Lumber Saves Jamestown
The Colonists on Lumber
Safeguarding Our Heritage
Whispering Pines—Verse Choir

Tree Service in World War II
The Hillside Tree—song.

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Branom, Ganey, *Geography of Our World*, William H. Sadler, Inc., 11 Park Place, New York, N. Y.
Frazier, Dolman, *How and Why Experiments*, L. W. Singer Co., 249 W. Erie Blvd., Syracuse, N. Y.
Brumbaugh, *The Study of Nature*, American Book Co., 88 Lexington Ave., New York 16, N. Y.
Craig, *Learning About Our World*, Ginn and Co., Park Square, Boston 17, Mass.
Pamphlets and Charts; National Park Service, Washington, D. C.

Letter Writing in the Junior High School

John H. Treanor*

Letter writing is among adults generally their solitary form of written composition, and consequently the teaching of letters should be an important part of any English course.

In the junior high school it is customary to devote several whole periods, perhaps early in the year, to the discussion and practice of friendly and business letters. Then at intervals during the year, suggested either by the experience of the teacher or by a section on letters in the textbook, letter writing is reviewed to some advantage.

While such a procedure is not unsuccessful, it does not suffice, for the simple reason that there is not enough drill on the form of the letter. During the lesson, a class will know the exact form—margins, punctuation, capitalization, and the like—and will use it

correctly; but let a month go by and it is a rare class that will remember details which once seemed so simple and obvious and yet which now are so difficult to recall.

Hence, in order to give pupils a great amount of drill in writing letters, the following procedure was used in seventh-, eighth-, and ninth-grade English classes.

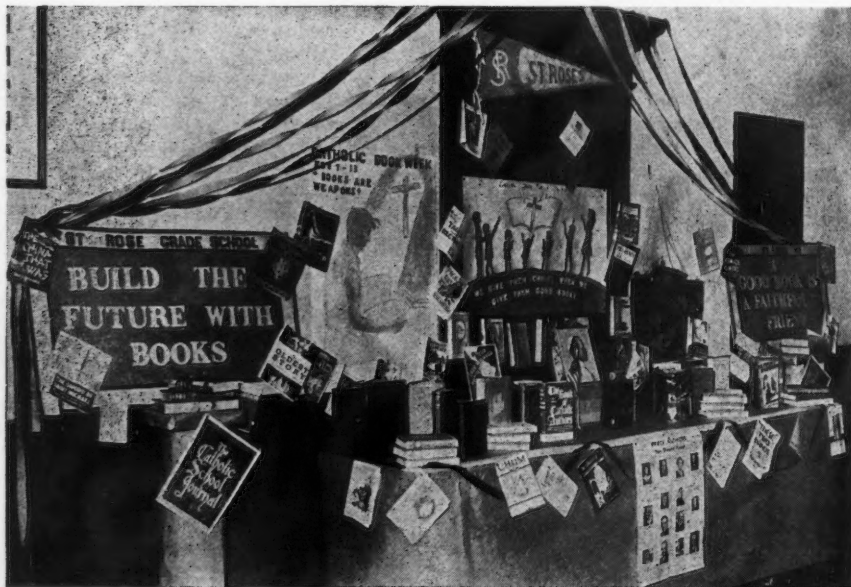
In September, taking first the ordinary friendly letter, the teacher developed several lessons with the class. For the first lesson, only the heading was discussed. Its exact location, the kind and place of margins, punctuation, and the use of capitals—all were very carefully and thoroughly taught. No abbreviations were permitted (although later Mr., Mrs., and Co. were allowed). From a presentation on the blackboard, the lesson was transferred to pupils' papers, the teacher moving about to see that headings, dictated or invented, were without a single error. A home lesson was assigned—the writing of ten or twelve different headings. One little device was found useful: pupils were taught to make a small dot on the first line of the heading far enough to the left to permit the heading to fit on the paper with an adequate right-hand margin, as for example:

.533 Metropolitan Avenue
Roslindale, Massachusetts
October 26, 1943

If the dot were correctly placed, the eye having judged the distance, there was very little chance of the heading going off the edge of the paper—a common and irritating fault among letter writers. A good teacher certainly could present the entire letter form in one period; but less material in a lesson often means faster progress in the end.

Then on successive days, the salutation, the body, and the closing and signature were similarly taught. Thus in a week's time, a class was thoroughly acquainted with the form of a friendly letter, each part having been overlearned and overpracticed. There remained only the problem of retaining what had been learned.

Any drill should be frequent, exact, and short. Hence, letter writing became a daily exercise, thoroughly understood by the pupils,



Catholic Book Week, 1943, at St. Rose Grade School (Sisters of Loretto), St. Louis 12, Missouri.

and consuming only five minutes of class time. Every day each pupil wrote a short friendly letter in the opening minutes of the English period.

As soon as the class entered the room, a monitor distributed paper, by some prearranged and sensible method, and the pupils went to work immediately. Since, by design, the body of the letter was only three or four lines long, three minutes at the most were required—often two minutes sufficed—pens by the teacher's signal were down, and the last pupil in each row left the papers on the respective front desks. The teacher then rapidly scrutinized each paper, noting the heading; the spelling of certain words, such as Massachusetts, truly, sincerely; the margins; and the punctuation. One error of any kind made the letter worthless, and the writer was required to do four other short letters, either at the close of school or at home. The original papers being returned to the pupils, the back of the paper served for other work in the English period, an economy of time and of paper.

As the weeks went by, the errors in form became simply negligible, creeping in only when the teacher's vigilance was relaxed. About once a week, a new type of friendly letter was taught, a notebook used to record the variation, and, for a succeeding period, the pupils were asked to devote the body of the daily letter to the latest kind. Thus, in addition to mere news letters, there were developed letters of invitation, of thanks, of condolence, of congratulation, and the like. In about two months, the various kinds of friendly letter were thus familiar to the class, while the mere form became an ingrained and unconscious habit. While the work was primarily concerned with the form of the letter, the brevity of the thought content often led to better sentence structure.

A very striking gain, however, was the class habits established during this exercise. It occupied valuable minutes at the beginning of a lesson, which too often are a total loss, whether due to poor class attitudes or to carelessness on the part of the teacher. It puts the burden of getting to work squarely on the pupils' shoulders. It permitted the teacher to supervise corridor filing; or to attend to certain unavoidable details at the desk; or to find a minute for the unending interruptions in junior high school work, in wartime almost without number. Thus there was an economy of time and of effort. The English period is too short as it is; and by using five carefully planned minutes—and the work can be done in less—a teacher can accomplish more than is suspected. Particularly for new teachers, or for long-term substitutes, such a procedure is invaluable, both for accomplishing some important work and, what is no less significant, for avoiding those idle minutes, which at the beginning of a period so often lead to mischief and trouble.

Such a plan was used from September until the Christmas holidays. After that, business letters with all their variations were taught. The daily plan continued for months, subject to interruption as the needs of the class arose. In this way, using only a few minutes that might so easily be wasted, junior high school pupils were able to do a great amount of substantial and necessary work in the writing of letters.

CHRIST THE KING

Sunday, October 29th

Sunday, October 29th will be the Feast of Christ the King. The significance of this feast should be familiar to every student in our schools. Speaking at a Holy Name rally on this feast day last year, Very Rev. Patrick J. Holloran, S.J., president of St. Louis University, attributed the present condition of the world to the denial of the Kingship of Christ. At the conclusion of World War I, Father Holloran reminded the Holy Name men, Pope Pius XI instituted this feast "that the world might redirect its steps along the path of true peace and order under the benign sovereignty of

the wisest of all rulers, the truest of all friends, the most loving of all fathers."

"When will humanity recognize that for centuries we have been living on spiritual capital," he continued, "on traditions inherited from the past—and not only has it been failing to provide for the future, but it has been sapping, it has been mining at the very foundations of our strength! Christ gave us that capital. It is Christianity, and the present disorders of the world are nothing other than the outcome of the continuous erosion to which the principles of Christianity have been subjected; they are the cumulative effect of a protracted and wholesale denial of the Kingship of Christ."

A TOUCHDOWN

A Football Spelling Game for Grade or High School

Brother Eugene Ledger, S.M.*

Football season is just beginning and your pigskin-minded pupils are probably in their annual gridiron mood. It is quite possible that you, in your English classes, can cash in on some of this natural interest in football, particularly during your spelling lessons. One method is by playing this football spelling game which is guaranteed to arouse definite concern in your pupils as to the exact spelling of those 500 or more common words that give trouble.

This game has one unusual feature: there are two balls on the field at the same time, moving in opposite directions. Thus, since the balls never change hands, the yardage of each team is not lost if a first down is not made. This will become clear as the game is further explained.

After a large football field has been drawn with colored chalk or with show-card colors, the class is divided according to intelligence into two equal teams and a captain is appointed for each. First comes the kickoff. The captain of one team kicks off by spelling the first word correctly. This earns his team a twenty-yard advance from their own goal line. This advance is called the runback. Then the other team's captain is given the same opportunity for a runback. The purpose of having both balls move at the same time is, of course, to insure interest and attention on both teams.

Next, the second man on the first team gets a word which is worth three yards if he spells it correctly. However, if he misses it, his team loses two yards. Then the second man of the other team has his turn, and so on. Whenever the captain has his turn, he may try, if he cares to, for a forward pass worth fifteen yards. If he misses, the penalty is a ten-yard loss. The first team to cross the opponent's goal line gets the customary six points, and both teams must then kick off again.

Besides making a touchdown, a team may gain two points by what is called a safety. A team is credited with a safety when the ball of the opposite team is resting on their own goal line and a word is missed causing the ball to be put back behind the goal line into the flat zone. In order to give the team thus pushed back a chance for a comeback, a twenty-yard gain should be given them on the next word spelled correctly.

Penalties of five yards or more may be given to a team for talking or helping another pupil.

A Catholic-Action Project

Sister M. Elena, O.S.F.*

It seems that the craze of collecting pictures of motion-picture stars can never be eliminated from the heart of the young growing child, but we tried something that made them forget motion-picture stars for a while and did them more good. Before the war, the children wrote and sent letters all around the world to what we called "great Catholics." We found the addresses in many Catholic magazines and papers and sent them off early in the year so that our answers would reach us before February, Catholic Press Month.

The responses were beautiful, some answering with a lovely letter, a photograph, and even a priestly blessing on our work. The returns came from Mother Agnes, of Lisieux,

France, sister of the Little Flower of Jesus, Cardinal Suhard from Paris, France, Queen Elena of Italy, Bishops of India and of Africa, and other prominent writers. We were honored with the photos of Monsignor Fulton Sheen, Father Lord, Father Coughlin, Father Feeney, and some of the children knew such as: Gene Tunney, Bing Crosby, Maureen Sullivan, and Jessica Dragonette.

We arranged the photographs in the classroom and called it our "Art Gallery." Though the children kept the prized pictures and letters, it would be a good idea to claim it as school property.

Such a hobby can be carried on at any time of the year; however, since the war is still waging, the letters could be written only to those in the states.

*Sisters of St. Francis, Freeport, Ill.

Correcting Defective Speech

Sister M. Bernadette, O.S.B.*

The state of Oregon in its Department of Special Education has inaugurated a program in speech correction which is yielding rich returns. By means of in-service training of teachers, speech clinics, and summer courses, the work in speech rehabilitation has made rapid progress. No doubt, teachers in other states will be interested in the procedures used for the correction of articulatory defects as advanced by Dr. L. Lassers, Oregon supervisor of speech correction, and by other authorities in the field.

Most elementary school teachers have, no doubt, encountered speech defects and speech defectives at various times and have felt concern for pupils thus handicapped. It must be admitted, however, that many of these children have passed from grade to grade hampered by the same speech defects with which they entered school. Not only have they been unable to correct their speech, but countless other defects or maladjustments frequently have been superimposed upon them as a result of their increasing awareness of their problems and the consequent effects on personality. During the adolescent age, in particular, what youth will not cringe in face of repeated failures in social conversation, be they defects of articulation, stammering, or other related disorder? This unhappy situation would not be so common if teachers would become more speech conscious and familiarize themselves with the techniques of speech correction—if they would but realize the value of speech education in these times when so many demands are made on individuals for correct and effective speaking. "Speech is the most important social tool which man possesses," says Dr. Lassers in his mimeographed book, *Notes for the Classroom Teacher on Speech Improvement*. This author evaluates training in speech as "the most fundamental and creative task the teacher can perform."

Know the Sounds

The first thing a teacher must do is to become thoroughly familiar with every sound herself. She must know the placement of tongue, lips, jaw, and soft palate in sound production. By using a mirror, the instructor can acquaint herself with sound placement; and this method, together with a study of diagrams in books on speech correction, will clarify the various positions of the speech organs. Visual and kinesthetic stimulation in sound production needs to be supplemented by sharp auditory acuity. The concept of letters must give place to that of sounds of which there are at least 40, in contrast to the notion of 26, held by some. The study of phonetics is valuable in this connection, and references like *The Teacher's Book of Phonetics* by Barrows and Cordts will convince the reader of the place of phonetics in the program of speech rehabilitation.

*Mt. Angel Normal School and College, Mt. Angel, Ore.

The Diagnosis

There are definite steps to be followed in dealing with articulatory defects. Before one can begin a speech-correction program, it is necessary to discover the specific errors or substitutions made. This can be done through articulation testing. It is a good idea to have a set of picture cards containing the sounds to be tested, at least in the initial position, if not in medial and final parts of the words. Reading-readiness books, such as *Come and See* (Follett Publishing Company), often furnish suitable pictures for this purpose. Pictures used should call for responses that are simple in sound elements. Consonant blends, for example, and words with more than one articulatory difficulty should be avoided. A practicable substitute for the picture test cards might be real objects or a scrapbook containing colored pictures. It would be well to follow these informal tests with commercial ones, such as the cards produced by Scott, Foresman and Company or the *Handy Pack Speech Testing Cards* (Stoelting Company, Chicago, Ill.). The former cards are colored and have pictures representing the sounds in the three positions. Clara Stoddard's book, *Sounds for Little Folks* (Expression Company) is also excellent for testing. *Better Speech and Better Reading* by Schoolfield will provide good material for children who can read.

Interest the Child

The next step is to make the child aware that he makes errors. Here tact and sympathetic understanding come into play, for it is possible to create an additional difficulty by causing self-consciousness or other undesirable attitudes in the child because of his handicap. Many children, and even adults, are totally ignorant of the fact that they lisp, distort, omit, or substitute sounds. Van Riper in his book, *Speech Correction*, cautions the teacher against any such mistake and suggests that she "approach the speech inadequacy in the child with the same calm, objective, unemotional attitude that she approaches an inadequacy in any other skill to be learned." The pupil should be praised for what he does well; and only after a certain confident self-assurance has been established should one of his errors be brought to his attention.

The next phase of the program has to do with the determination of causes. There might be organic causes, such as defective hearing, brain lesions resulting from high fever in infancy, birth injury or infections, teeth irregularities, cleft palate, harelip, or tied tongue. In the majority of cases, however, the source of the trouble is functional; that is, no physical basis can be assigned as a definite cause for speech defects. Among these functional causes are immaturity, imitation, shift of handedness, poor co-ordination, lack of motivation, anticipation of a child's needs when he should be made to speak, inadequate adjustment, and poor auditory memory span for

sounds. Needless to say, something must be done to eliminate or at least counteract the causes of the child's difficulties. With the help of the school nurse, the parents, and others who are in a position to contribute their help, the teacher often can bring about successful adjustment and consequent improvement.

Train the Ear

At this stage of the corrective procedure, the all-important work of ear training enters. Before a child can be expected to break a strongly formed habit by a sudden transition from the wrong to the correct production of a word or sound, he must have systematic and intensive ear training.

Van Riper in his book, already mentioned, subdivides this auditory training into four steps— isolation, stimulation, identification, and discrimination. In discussing the first step, isolation, it is necessary to bear in mind that a child's error is part of a complete pattern. "Wabbit" will remain "wabbit" until he can learn to isolate and identify the *r* sound as part of another configuration, "rabbit." And so it behooves the teacher to begin slowly and carefully. She must have the pupil listen to nonsense syllables containing the sound in the three positions; for example, re, ra, ro; ara, ora, era; ar; eer, or. In this way the correct sound stands out and assumes an individuality, as it were, instead of being submerged within a word.

Not only must the sound element be taken out of its pattern and used in nonsense syllables or simple words; it must be repeated continuously. This stimulation may take the form of various games and devices; but stimulation it must be, even to the extent of "bombarding consciousness" with it. The book, *Correction of Defective Consonant Sounds*, by Nemoy and Davis (Expression Company) supplies excellent stimulation material. Stories in which each of the sounds is used repeatedly, followed by questions and exercises, afford fine possibilities for concentrated auditory stimulation.

Following stimulation comes identification of the sound being taught. The sound must be made as vivid and concrete as possible by giving both the correct and incorrect or substituted forms, identities, or personalities. Names, traits, faces, or jingles may be utilized for this purpose. Taking names of objects, for example, that make noises similar to the sound is a good method. *S* may be called the teakettle sound and a jingle like the teakettle song in *Games and Jingles for Speech Development*, by Barrows and Hall, can be used to advantage for stimulation, identification, and even memorization when the child is ready.

The airplane association for the *v* sound can scarcely fail to strike a responsive note in any child, and a corresponding poem or jingle will insure greater interest still. In the book referred to by Barrows and Hall are found some appropriate lines in this connection. A picture of a colorful plane, mounted beside or above such a jingle will provide additional motivation for mastery. Short stories about the individual sounds similar to those used in connection with the old Beacon phonic cards might serve a good purpose in this phase of speech improvement, even though the Beacon system has been stigmatized by many as a system of phonics.

Another part of the ear-training procedure

is that of auditory discrimination. It is vital that the child be capable of discriminating or differentiating between the correct and incorrect forms of his troublesome sounds. Many exercises may be found or devised for auditory discrimination. Reading-readiness manuals and books like *Building Word Power* by Durrell and Sullivan include material for ear training. The pupil must become so alert to differences that he recognizes them immediately.

Produce the Sound

After this fourfold auditory program has been carried on to the point of accurate and quick discrimination, teaching the new sound may be attempted. Since teachers often anticipate this stage of the corrective speech work, it should not cause too much surprise if the pupil still has difficulty when asked to produce the sound or word. If so, ear training must be resumed with new emphasis and stronger motivation than before. Frequently, however, spontaneous production of the new sound comes about naturally at this point as a result of well-planned work. If not, the teacher, using multiple-sense appeal, should have the child whisper the sound, say it, feel it, and see it. The pupil should be shown the exact position of the lips and tongue; he should be required to use a mirror, and be given diagrams of sound placement for study. The child should be told to feel the vibrations for voiced sounds and be given every possible aid to facilitate success. In the *f* and *v* sounds, for example, blowing a feather or paper while pronouncing the *f* and getting the "feel" of the *v* will be a help in gaining finer distinction between the two sounds.

The final stage of the corrective program comprises the steps designated as strengthening the new sound and follow-up procedures. Repetition of the sound and words containing it, simultaneous writing and talking, checking and self-competition devices, word lists, jingles, and tactful supervision of conversation, all are valuable aids in establishing correct responses and insuring a workable carry-over to everyday life.

A Case History

The following case history will throw into clearer relief the various stages of the procedure just described.

N was a preschool child, aged five years, nine months, who was enrolled in a six-week summer speech clinic because of articulatory difficulties. Testing revealed the following substitutions and omissions:

- th substituted for s and z
- d substituted for th
- w substituted for r
- t substituted for f, v, and sh
- k substituted for t
- l substituted for y
- h omitted

Medical and developmental history showed little by way of any physical basis for the pupil's speech problem, except that her ears had been lanced at six months of age, but healed satisfactorily.

Behavior, personality, and adjustment of the child revealed a fertile source of undesirable reactions, which seemed to be closely related to her articulation defects. She was a likable, attractive child; but craved attention to the extent of resorting to clever and almost unconscious devices and mechanisms, one of which was her negative attitude, manifested

among other ways, in a frequent, "I can't" response. During the session the pupil was given a physical examination, but she showed such limited attention span that the doctor had to discontinue the audiometer test. Part of the physician's report follows:

"The child does not seem to have matured sufficiently to give an accurate test. . . . Apparently there is no attempt at discipline, and the child has no capacity for retaining her interest for any time at all. The physical findings show tonsils two plus, movements of the throat and tongue normal, left drum normal, right drum dull. These findings are such that there is no organic basis for this child's speech defect."

Mental tests given included the Stanford Binet test and the Goodenough test, the former yielding an I.Q. of 89; the latter, 69. Here again, reliability of the scores was questioned, as can be seen from the examiner's notation:

"The child's emotional setup is such in the present instance that there is much doubt that this is a valid test of her potential ability, although it is probably a fair index of what she would be at this time from a school-ability angle."

Possible causes of the speech defect in this case were diagnosed as immaturity, especially emotional immaturity, possible high-frequency loss in hearing at the time she began to speak because of previous ear trouble, superficial and short attention habits, and faulty discipline.

The treatment given was in line with the steps already cited. After establishing rapport by means of informal conversation, articulation tests were given, both picture cards and commercial tests being used. Clara Stoddard's book, *Sounds for Little Folks*, provided pictures for additional testing of sounds in the three positions. The fact that the defects were uncommon and not the usual substitutions of visible sounds for those not seen seemed to indicate that the trouble was more than mere baby talk, that it was rather part of a complicated pattern of "infantile perseveration" in speech, as well as in behavior. After a careful notation had been made of the specific sounds causing trouble, the child was made aware that she was making errors without, however, causing her to become disturbed or diffident. Various devices were resorted to, and care was taken to use both the correct and incorrect forms of a particular sound to make her sound conscious.

Ear training followed, and some of the work included discrimination exercises ranging from easily differentiated sounds to those calling for finer auditory perception. The child was asked to perform some designated gesture if she detected differences in tapping and clapping, for example, or in like and unlike words or sounds. Stories were told in which the sound being taught was found in new and meaningful settings. A changed and more desirable version of "Jack the Giant Killer" supplied drill for the *f* sound in its initial position, "fe-fi-fo-fum," while the "huff and puff" in "The Three Little Pigs" provided words with the same sound in the final position. An original device, the sound wheel, appealed to the pupil more than any other. A circular cardboard was divided into segments on which were pictures containing the sound studied in initial, medial, and final positions. The pupil spun the wheel, which was attached

to a stick, while the following jingle was recited, "Round I go, fast and slow. If I stop, I'll stop on top." The teacher gave the name of the picture at the top, either correctly or incorrectly, and the pupil made some sign of discrimination and kept score. Later when she was able to say the sound, she called the names of the objects. A "sound ladder" provided additional learning incentive. A double row of pictures representing the sound studied in the three positions was inserted on either side of the ladder, made by attaching a piece of tagboard to a second piece of cardboard, in the middle of which was fastened a colored string, running from top to bottom. A movable picture of a girl representing the pupil was used to climb the ladder. The pupil would tap a bell or make some other sign when the teacher pronounced words incorrectly. Later, she was permitted to climb the ladder by moving the picture attached to the cord up and down and saying the names of the pictures on either side. Success was rewarded with a gold star in her sound book. A merry-go-round, consisting of a circular cardboard revolving on a spool, on the top of which were inserted sound pictures created further interest and drill work.

To give the pupil a further incentive by means of individual competition and to provide visual perception of the letters, the teacher used a colored ring to which was attached the individual sounds on colored cords, increasing in number as they were mastered. A sound book was compiled during the last part of the session; it consisted of pages on which were printed the sounds being learned, corresponding jingles or poems, and pictures representing the theme of the jingle used for identification.

The book was given to the child at the close of the six-week clinic period, and the mother was encouraged to read these frequently to the child to provide auditory stimulation, and to have the child repeat or memorize them. It was also suggested that the pupil continue to look for pictures containing the sounds which she had attempted to master during the summer.

Cure the Ailment

To sum up what has been said about the importance and nature of speech correction, the words of Dr. Lee Edward Travis, an authority in the field of speech correction, are to the point:

"The primary concern of speech correction is the person. . . . It is not enough to know what sort of speech defect a person has. In addition, one should know what kind of person has a speech defect. The speech defect has no particular meaning apart from the person who presents the defect. We are not interested in speech defects but in speech defectives."

True it is that we are dealing with human personalities; and what could be nobler, more satisfying, and more productive of good than to fashion a potential maladjusted child into one who is wholly integrated, one who can face life with a new sense of confidence and joy?

Surely the Master Teacher will look lovingly on those who serve Him in these, His children. Let us hope that they who thus devote themselves to the least of God's little ones may share in His divine and glorious promise: "They that instruct others unto justice shall shine as stars for all eternity."

Book Characters Help Uncle Sam

Sister M. Johnetta, F.S.P.A.*

CHARACTERS: Fairy Godmother, Chairman of the Meeting; Heidi; Robinson Crusoe; The King of the Golden River; Guillaume; Admiral Byrd; Peter, the Goat Boy; John Silver, the pirate of *Treasure Island*; Rip Van Winkle; Pocahontes; Little Red Riding Hood; Knute Rockne; Paul Hart; Little Boy Blue; Little Bo-Peep; Don Bosco; Gretel; Hansel; Hans Brinker; Scrooge; Paul Revere; Pompey Briggs; Anne of Green Gables; Aunt Jo; Old Woman Who Lives in the Shoe; Remi; Nobody's Boy.

COSTUMES: Each person is dressed according to the ordinary picture of the character.

SCENE: Imaginary Meeting House of Bookland.

[*Little Boy Blue blows his horn. All come into the meeting house, talking quietly. After all are seated, the Fairy Godmother begins.*]

FAIRY GODMOTHER [*taps on table, and rises*]: We shall open our meeting with one of our Bookland songs, "We'll Do Our Best to Win the War."

ALL [*sing, standing. Tune is "The Farmer in the Dell"*]

We'll do our best to win the war,

We'll do our best to win the war,

Hi-ho the-cheerio,

We'll do our best to win the war.

FAIRY GODMOTHER: That's fine. Pompey Briggs, I'm going to ask you to take the roll call. Here is the list of Bookland inhabitants we invited to this special meeting. [*Hands the list to Pompey.*]

POMPEY: Yes, Fairy Godmother, I'll be glad to do that. [*He takes the list and calls roll. Each stands and says, "Present," except Scrooge, who responds with "Bah, Humbug!"*]

FAIRY GODMOTHER: Each of you is made chairman of a separate group. Our intention will be explained by Rip Van Winkle.

RIP VAN WINKLE: Being that I am the oldest here present, I will be glad to give the explanation. Our great desire is to raise a great amount of war stamps and bonds. It will be left to you to see that each one in your group does his best.

FAIRY GODMOTHER: What do you think about Rip's suggestion?

SCROOGE: Bah! Humbug!

PAUL REVERE: Well, now, Scrooge, you're not looking at matters from the right angle. I'm sure we can all do something. As for myself and my group of riders, I think we would be glad to let the children have a few rides on Saturday afternoons. We would be glad to buy bonds with the amount we make, charging about ten cents for a mile ride. You'd be glad for a ride, wouldn't you, Pompey and Little Bo-Peep?

POMPEY and LITTLE BO-PEEP: I should say we would!

LITTLE BO-PEEP: You know, Fairy Godmother, I will be selling a great deal of wool one of these days. I can spare some of the money. I think perhaps I could offer enough to buy a collapsible bicycle. One costs about \$32.

FAIRY GODMOTHER: That's fine, Bo-Peep. You are always willing to help others. Anne of Green Gables, you always like to talk, what is your idea?

ANNE OF GREEN GABLES: I think that some of the members of my group could help the Old Woman who lives in the shoe take care of the children. She would pay us well, I know. Maybe we could donate enough to buy a pair of shoes, or a life preserver. That totals about \$5.

KNUTE ROCKNE: Paul Hart and I would be glad to get two teams for football. We could arrange a game in about two weeks. Charging each onlooker a ten-cent defense stamp would bring in quite a sum. We ought to make about \$18. That would furnish one hospital navy bed. What do you think, Paul?

PAUL HART: That's a fine suggestion, Knute. I can get another chance to play quarterback. Pompey and Peter the Goat Boy would surely like to get in the game; at least, they have been talking about special practice lately.

PETER THE GOAT BOY: You're right, Paul. I think Heidi would take care of the goats for a few days so that I can get ready for the game. Would you, Heidi?

HEIDI: Surely, Peter. You know that I just love to be with the goats anyway. Perhaps Remi would like to go with me. He can sing and play for me when I get tired of climbing the hills.

REMI: Yes, Heidi, that would give me good practice time, too. Perhaps we could take Capi with us. We can prepare a show and give it some evening for all of Bookland.

HEIDI: I just thought of something, Peter. Instead of paying me for watching the goats, you can make a donation of a few stamps.

FAIRY GODMOTHER: That's the right spirit, Heidi, I think that we would enjoy seeing Don Bosco at his best juggling. His boys are always speaking of the joy in watching his cleverness. Can we count on you, Don?

DON BOSCO: Certainly, Fairy Godmother. Some of my boys are acquiring the art, too. I'll have one or the others entertain also. We can't give much in stamps, but we can help others to get them. Some of the boys spoke of putting a new sole on the Old Woman's shoe for her. They think if they put a double one on, it won't wear out so fast. They already offered to do it free of charge. They said they would offer their hard work for the success of the war. Will you accept their offer, kind Old Woman?

OLD WOMAN: I surely will. My boys were going to do it, but I never wanted them to do

so unless I would be able to watch them. But, I'm sure you realize that is impossible for me, unless I put the rest of the children to bed. If I do that, the boys can't lift the shoe to work on it. With Anne's kind helpers we should be able to take the children for a picnic on the day that the boys want to work, so that they will not be in your way. I will offer my next week's Widow Pension to buy a tent stove. One costs about \$5.38.

FAIRY GODMOTHER: Hans Brinker, you seem to be thinking so hard. What is the matter?

HANS BRINKER: Fairy Godmother, I can't do much until it freezes. Then I will be glad to do all the errands I can on my skates. Aunt Jo said that I could teach her Little Men and Little Women how to skate. That would give her a few afternoons off.

AUNT JO: A fine suggestion indeed! During the time I can help make Red Cross bandages and other things which the ladies make.

LITTLE RED RIDING HOOD: Aunt Jo, do you suppose that Gretel and I could take that First Aid Course that is starting next week? Mother said to ask you, because you know Sue Barton. She is going to be the assistant to the teacher.

AUNT JO: I'll ask her tonight and let you know, Little Red Riding Hood.

GRETEL: I'm so glad you suggested that, Little Red Riding Hood. Then at least once a week I will get away from the woods where someone whom I don't like very well lives.

LITTLE RED RIDING HOOD: Me, too!

SCROOGE: Bah. Humbug! Who is afraid of the Big Bad Wolf?

HANSEL: Little Boy Blue, will you do something with me?

LITTLE BOY BLUE: What is it, Hansel?

HANSEL: I'll take my wagon to collect scrap and paper. You can come along and blow your horn once in a while to remind the neighbors to make a contribution.

LITTLE BOY BLUE: I'll be glad to do that.

POMPEY: I'll make a sign and post it on Bookland Center, if you tell me the time and date that you will call for the scrap.

FAIRY GODMOTHER: I'm proud of you, Pompey. You are really thoughtful. Guillaume, you have said not a word this whole while. What is on your mind?

GUILLAUME: Perhaps I can play for all the sick and bedridden during the Christmas holidays as I did last year. Everyone was so generous, although I did not want to take anything. I would be glad to give toward a collection for a complete Mass kit for some chaplain.

ADMIRAL BYRD: It's just like you to think of something like that, Guillaume. As for my-



Catholic Book Week, 1943, at St. John's School (Benedictine Sisters), Tuscaloosa, Alabama.

*St. Mary's School, Platteville, Wis. The playlet was developed and dramatized by Sister Johnetta and her fifth- and sixth-grade pupils.

self, I am going to leave Bookland and help Uncle Sam in the air corps. [All clap.]

POMPEY: Three cheers for Admiral Byrd.
SCROOGE: Bah, Humbug!

POCAHONTAS: I think that I will follow Admiral Byrd and join the Wac or the Waves. I saved John Smith's life. Perhaps I could save another life during the war.

THE KING OF THE GOLDEN RIVER: I've been thinking and thinking. I've finally decided to sell my golden cup and give the proceeds to Uncle Sam. He can use them for what he pleases. Maybe some day I'll get another one.

JOHN SILVER: Speaking of gold, reminds me of all the treasures the members of my group possess. Without doubt or difficulty we each could at least buy a jeep. The chest from which we take it might be given to Hansel and Little Boy Blue during the scrap drive.

LITTLE BOY BLUE: Do you really mean it, Silver? Just think, Hansel, we'll see a real treasure chest that rested perhaps at the bottom of the sea.

FAIRY GODMOTHER: These plans are all great. I hope they all work out.

ROBINSON CRUSOE: Just a minute, Fairy Godmother, I have not spoken yet. Friday and I decided to leave our lonely Island and work in a defense plant. We will see how many in our group will follow us.

JOHN SILVER: How would it be if we would build a plant right here in Bookland, or use one of our present factories for that purpose?

SCROOGE: Bah, Humbug!

FAIRY GODMOTHER: Before we go any farther I wonder if we all are in favor of the allies on Uncle Sam's side, or if some of us are in favor of our native land.

HEDI AND REMI: We want the allies.

ALL: We're all out for Uncle Sam.

FAIRY GODMOTHER: Thank you all for your fine thoughts. I know that you will carry them out in your best possible way. Before we leave let's sing another song. What will it be?

AUNT JO: "God Bless America."

[All stand and sing the song.]

Friends in Need

Frede Casper*

CHARACTERS: Augie Letcher, small school boy; Sister Mary Cecile, teacher; Jimmy O'Brien, baseball captain; Helen Busch, "A" student; Mr. Stapleton, janitor; 12 students of the grade.

BOOK CHARACTERS: Tom Playfair; Huckleberry Finn; Jo March; Amy March.

COMIC CHARACTERS: Three little men in black — Flub, tall; Dub, fat; Stub, short.

Act 1 — Scene 1

SCENE: A geography lesson is going on in a typical grade school classroom. The teacher's desk faces the audience, while the pupils bend studiously over their big geography books, with their backs to the audience. Large half-filled bookcases form the wings of the stage; while an open window, large American flag, wastepaper basket, and blackboard fill in the remaining wall space.

The play is half real — half imaginary, with the book characters called in to put across the idea that good reading is good sense. Three shrouded little men typify the spirits of the comic books and they prowl around the stage completely hidden under dark cloaks. Only long, false noses show from underneath the folds. Flub, the tall, thin villain has the nasty habit of forever pushing Dub, the chubby one, around and he also enjoys rapping Stub, the littlest villain, smartly over the head. They are in the play to stir up as much trouble as possible.

The book characters, Tom Playfair, Huckleberry Finn, and Jo and Amy March should be dressed accordingly so that the audience will recognize them immediately. They are invisible to everyone but Augie who is more interested in athletics than the Appalachians, when the play begins.

While the curtain is still closed, little Stub creeps cautiously out onto the stage. He turns to the audience with his fingers over his lips and motions them to silence. When this is completed he very solemnly says:

STUB [looking all around him]: I just wanted to be the first to tell you [very wicked-

ly]: There's dirty work afoot I know, because my friends represent the comics and lately they haven't been getting as much attention as they feel they deserve. I guess Catholic Book Week has something to do with it . . . so they're up to no good [he begins to draw the curtain apart]. Just look what they've started. . . . They've got little Augie Letcher reading Fearless Fossilrack behind his geography book. Tsk! Tsk! [makes clicking sound with his tongue].

[Before he has a chance to say more, Flub and Dub pull his cloak farther over his head and drag him quickly off the stage, looking furtively from left to right. Just as they get out of sight the curtain swings open, showing Helen Busch standing near the head of the class, reciting; everyone else looks sleepy.]

HELEN [in a droning tone of voice]: The Ohio River eventually flows into the Mississippi and continues to the gulf.

TEACHER: Thank you, Helen; now, August Letcher, will you tell us about the Mississippi River?

AUGIE [sitting in the last row, deeply engrossed in "Fearless Fossilrack," fails to hear his name being called.]

CLASS [whispers apprehensively]: Hey, Augie, wake up.

TEACHER [sternly]: August!

AUGIE [drops both books to the floor and jumps up]: Yes, Sister.

TEACHER: Bring that book up here, immediately.

AUGIE [reluctantly]: But it's only . . .

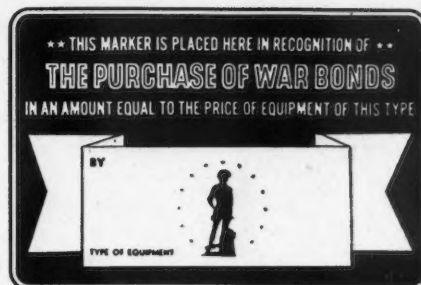
TEACHER [cutting him short]: Bring it here, at once.

AUGIE [picks up the comic book and shuffles self-consciously up the aisle with it. He hands it to the teacher.]

TEACHER [looks at the book disdainfully and slaps it into the wastepaper basket]: There!

AUGIE [hopefully]: Kin I get it back after class?

TEACHER [aghast]: I should say not . . . you're going to stay after school for this, young man.



This red, white, and blue sponsorship panel will be placed in the plane or other equipment which will be bought as a result of the war savings of your school.

AUGIE [shocked]: But what about the baseball team? I've got to practice after school.

TEACHER: I'm sorry, but the development of the mind is as important as the development of your body.

JOHNNY [piping up hopefully]: But Sister, we're counting on Augie to win for us next week and we've just got to practice . . . honest it's important.

TEACHER: He won't be able to practice until he knows his lessons and if he doesn't get a good grade on his test tomorrow, I'm afraid baseball will be out for good, for him.

JOHNNY [greatly disheartened]: But that means he won't be able to play in the game against St. Monica's at all and we'll probably lose 'cause nobody can bat and pitch as good as Augie.

AUGIE [looks from one to the other hopelessly].

TEACHER: I'm sorry, but he should have thought of that before and studied instead of reading comics behind his book.

AUGIE: But . . .

TEACHER [dismissing the entire affair]: Helen, will you go on and tell about the Mississippi River?

HELEN [speaks monotonously]: The Mississippi River is the longest river in . . .

[The school bell rings in the middle of recitation.]

CLASS [wakes up and puts away books, whispering together and dropping rulers on the floor; everyone is noticeably sad.]

TEACHER: Just one more thing class, don't forget that next Monday is the beginning of Catholic Book Week and I'd like you all to be ready to tell me why good reading is so important for good education . . . all right, you may pass out now.

CLASS [files out silently; Johnny remains behind to whisper to Augie.]

JOHNNY: Listen Augie, you've just got to pass that test tomorrow . . . nobody else can pitch for us if you don't.

AUGIE [discouraged]: Yeah, I know.

[The door slams and Augie is left all alone. He picks up some scrap paper, rolls it into a ball, winds up, and pitches it vehemently out of the window. Outside you can already hear the shouts of the team, warming up. "No fingers. . . . Le'me pitch. . . . Casey you pitch all the time. . . . Batter up!" Augie goes over and shuts the window with a slam. . . . He picks a book off the window sill and opens it unhappily. While his back is turned, Tom Playfair climbs out from behind one of the bookcases.]

*3514 N. Shepard Ave., Milwaukee, Wis.

TOM: Why aren't you out there?

AUGIE [*not looking up*]: Got to stay in.

TOM [*interested*]: What'd you do . . . trip girls?

AUGIE: Naw, I was just reading *Fearless Fossilrack* under my geography book and the teacher caught me . . . now I've got to stay in from practice.

TOM: Well, that's tough.

AUGIE: Yeah, and if I don't come off with a good grade on my test tomorrow, I can't play in the game against St. Monica's . . . and that's the biggest game of the year, and I'm the only fella on our side who can pitch screw curves.

TOM: Can't you learn all the geography by tomorrow?

AUGIE [*very resigned to his fate*]: Naw, I can't learn it 'less it's in pictures . . . or else unless someone explains it to me . . . you see, I just can't remember anythin' 'cep baseball.

TOM [*an idea comes to him*]: Maybe I can help!

AUGIE [*seeing him for the first time*]: Say, who are you, anyway?

TOM [*laughs*]: Oh, I forgot, I'm Tom Playfair. I just came out of the bookcase awhile to watch the game.

AUGIE [*with disbelief*]: Tom Playfair, but I read about you once, in a book . . . when you were at boarding school . . . you had to stay after school too . . . didn't you?

TOM: Sure, that's what I did. What's your name?

AUGIE: Augie Letcher. I'm pitcher on our team.

[*They shake hands and move the desks so that they can sit down. Tom rests his foot on another desk and keeps changing his position all through the scene.*]

AUGIE: Say, are you really Tom Playfair? No kidding?

TOM: Sure, no kidding.

AUGIE [*jumping up excitedly*]: Say, do you know anything about geography? I've just got to pass that test.

TOM: Well, if you've read a lot of books maybe I can help you; geography comes a lot easier when you learn it from stories.

AUGIE [*taking stock*]: Well, I've read a lot about Buck Rogers, Flash Gordon, and *Fearless Fossilrack*, lately, but we're studying about the Mississippi and things, not Mars and all those places.

TOM: Oh, I didn't mean comic books; they don't help much for school.

AUGIE [*disappointed*]: But, shucks, what good do other books do you? They haven't got half as many pictures as comic books.

TOM: Well, if you had read *Tom Sawyer*, you would have known all about the Mississippi and then the teacher wouldn't have kept you after school.

AUGIE [*still in there fighting*]: But comic books . . .

TOM [*interrupts*]: All comic books do is talk about things that ordinary people couldn't possibly do, like swinging derailed freight trains back on the track with one hand and holding up washed-out bridges with the other . . . you see it's not real; it can't help you.

AUGIE [*weakening*]: Well, I sure wish something could help me get that geography . . . just any old way.

TOM: Listen, I have an idea. I'll call all the fellows together and we can tell you about all the geography we know, and it will be easy for you to learn, because we'll tell it to you like a story.



— The Tablet, Brooklyn, N. Y.
Steps in the Right Direction.

AUGIE: But whom could you call, I've got to know an awful lot of geography by tomorrow, all of Europe and United States.

TOM [*figuring on his fingers*]: Well, there's Hans Brinker to tell you about Holland, Davy Copperfield and *Oliver Twist* for England, Don Quixote for Spain, Sidney Carton knows all about France, and there are lots of fellows here like me, who can tell you about America.

AUGIE [*awed*]: Would they really come? [*Suddenly Augie puts up his hand. Footsteps approach from the hall.*]

AUGIE: You better hide, I hear someone coming.

[*Door opens and Johnny O'Brien puts his head in.*]

JOHNNY: Hey Augie, the principal wants to see you in her office right away.

AUGIE [*turning pale green*]: The principal . . . now?

JOHNNY: Yes, and listen, tell her how important you are to the team; tell her we can't win without you.

AUGIE [*somewhat dazed*]: Sure . . . sure.

[*Augie goes out with Johnny and as the door closes the three weird characters creep out from one of the bookcases, onto the stage. Stub comes out first and then after making sure that the coast is clear beckons the others who gather in a circle around Flub, the tallest one.*]

FLUB [*whispering menacingly*]: Now's our chance . . . we'll pay back Tom Playfair for all the trouble he's caused.

STUB [*bobbing up on tiptoes*]: What trouble?

DUB [*hurt tone of voice, with either a lisp or a stutter*]: Didn't you jutht hear him thay we comic-book characterth are jutht like penny candy?

STUB [*up again*]: I like candy.

DUB [*more hurt*]: He thayth it maketh uth thick.

STUB [*pops up indignantly*]: Sick!

FLUB [*pushes Stub down*]: Shh . . . we have to think fast.

DUB: What will we do firht?

FLUB: We'll kidnap him first and decide what to do with him later. . . . I'll think of something good [*laughs evilly*].

DUB: Shhh, I hear thumpthng.

STUB [*bobbing up again like a jack in the box*]: It's Tom Playfair.

FLUB [*pushing him down again*]: Keep back!

TOM [*doesn't see the three boys*]: Augie . . . Au . . .

[*The three characters creep up from behind, muffle his outcries, and proceed to bind and gag him; just as they finish they hear a noise at the door.*]

DUB: Thomeoneth coming!

FLUB: Quick, into the wastebasket with him. We'll finish up later.

[*Flub pushes Dub off the stage and drags Stub after him; they disappear into a hole in the bookcase, just as Augie comes back.*]

JOHNNY [*standing in the doorway*]: What'd she say; can you come out and play?

AUGIE [*disheartened*]: No, I've got to pass that test tomorrow.

JOHNNY [*worried*]: If it only weren't geography.

AUGIE [*brightening*]: Oh, don't worry, Tom Playfair's going to help me. I'll get through all right; you just wait and see [*very cockily*] I'll bet I even get a better mark than Helen Busch. Want to bet?

JOHNNY: I don't care what you get, just so's you pass.

JANITOR [*coming through the door*]: Look out boys, I've got to clean up in here. Say Augie, I thought you were the team's star pitcher. Why aren't you out there?

JOHNNY: Aw, he got caught reading *Fearless Fossilrack* in jography class; he's got to stay in. [*He leaves.*]

AUGIE [*anxious to have both leave*]: Say, Mr. Stapleton, let me help you sweep so's you'll finish quicker.

JANITOR: No, you'd better stick to the lessons, I can do the cleaning up. [*He swishes the broom across the floor several times.*]

AUGIE [*erases the blackboard*]: There now, everything looks pretty clean. [*He looks anxiously around the room for Tom . . . as if he's afraid he's been swept away.*]

JANITOR: Yep, I guess that's about all for today. I'll leave you alone, so that you can study better and finish up tonight. [*He leaves taking the wastebasket, carrying Tom and the erasers with him.*]

AUGIE [*The minute the door closes, he breathes a deep sigh*]: Tom, hey Tom, it's o.k. now you can come out. [*He looks wildly around for Tom.*] Tom, where are you?

[*Augie runs over to the bookcase and pulls out the books; he drops some on the floor and as he does Jo March pops out from within, or behind the shelves.*]

Jo: Looking for someone?

AUGIE: Yep, I'm trying to find Tom Playfair; he said he'd come right back to teach me geography, so's I'll pass the test and now I can't find him [*very unhappy*].

Jo: Christopher Columbus, that's too bad. say maybe my sister's seen him. . . . Amy, Amy.

AMY [*primly*]: Really, Jo, must you shout so, it's so unladylike.

Jo: Oh fiddlesticks, stop putting on airs Amy [*Amy starts to walk away*] . . . but wait, have you seen Tom Playfair?

AMY: I'm not putting on airs, you're just being insuffering, Jo . . . [pouting] and I haven't seen Tom Playfair. Why don't you ask Huckleberry Finn? He might know.

AUGIE: Huckleberry Finn!

HUCK [bounces out of the bookcase]: Somebody call Huck Finn?

JO: Have you seen Tom Playfair; he promised to be here and hasn't showed up and that's not like Tom?

HUCK: Jumpin' catfish, maybe he's been kidnaped!

AMY: Kidnaped [as if about to faint] ohhhhhh.

JO [sharply]: Amy, we haven't time for that. [Amy pulls herself together with a shrug.]

HUCK [scientifically]: We'll have to reconstruct the crime.

AMY: Who, do you suppose, would do a thing like that?

AUGIE: Maybe it was some spies from St. Monica's school who didn't want him to help me, so that I'd flunk the test tomorrow and then I wouldn't be able to pitch.

HUCK: Could be.

JO [grimly]: You know who I think it was?

ALL: Who?

JO: Those three little men that I saw creeping around the shelves, the ones with the big black cloaks and the funny noses. I'll bet they were mad at Tom, because he was so popular with all the kids.

AMY [laughing]: Oh Jo, what an imagination . . . you the only one who's ever seen them. I think you're trying to scare us.

HUCK: Still they might want to get him out of the way.

AUGIE [very worried about his geography lessons]: What would they do with him?

JO: I don't know, but I sure don't like the looks of this.

[The door opens abruptly and the three characters flatten themselves against the bookshelves as the teacher walks in.]

TEACHER: August, were you talking to someone just now?

AUGIE [scared]: I'm trying to study my geography.

TEACHER: Well, here's something else I want to ask you about [she holds a copy of "Tom Playfair" in her hand].

AUGIE: Yes, Sister.

TEACHER: Have you any idea how this copy of Tom Playfair got into the wastepaper basket? Mr. Stapleton was just about to throw everything into the incinerator, when he saw this book in the bottom of the basket . . . now tell me . . . did you throw this there?

AUGIE [greatly relieved]: Oh no, Sister, but I am glad that you found him.

[While they are talking, Tom slips back onto the stage, behind the teacher's desk. She puts the copy of the book on the desk.]

TEACHER: Since you know nothing about it, I will ask the class on Monday morning; now you'd better run along home and study there. [Looks around the room at the three book characters.] But before you go, you'd better pick up those three books from the floor.

AUGIE: Yes, Sister, but I'm just catching onto the geography, if I studied a little harder, maybe it would come to me.

TEACHER: Well, do as you please, but be sure to lock the windows and close the door. Good night.

AUGIE: Good night, Sister. [Door closes, Augie breathes a sigh of relief, turns to Tom

EDUCATION AND JOBS

The war has forced responsibility and opportunity on older high school students. It has quickly pushed them into a semblance of maturity, brought new importance to them, new temptations. In many places youngsters have been offered adult work at adult wages and have left school to earn more than their fathers were making before the war.

Such youngsters are going to balk at exchanging their new personal and financial independence for the old humdrum and discipline of school. For in numerous communities their work, which has been of real value, is still going to be needed.

So a lot of school boards and city fathers are going to have to learn, if they haven't already, that the problem is going to require practicality rather than pious preachments. It may be necessary to combine war work and schoolwork for the duration.

But in the meantime an intelligent job will have to be done in reselling the youngsters on the value of schooling. They will have to be taught how the problems of readjustment and re-employment affect them. It may be hard to convince them that the time will come when jobs can't be picked like plums, when wages will be lower, and some job opportunities will carry educational requirements. But it must be done.

Money talks. School teachers and other civic leaders will just have to talk a little louder. — Leader-Tribune (Marion, Ind.)

who is now sitting on the desk.] Oh, Tom; where've you been?

TOM: I almost got burned up; if that janitor hadn't pulled me out of the fire when he did, I'd be a goner now.

AUGIE [puzzled]: How come he thought you were a book, instead of you . . . and why didn't Sister Cecile see you?

TOM: Well, you see, to them I'm just a book, that's why they didn't see me. They thought Jo and Amy and Huck here were just books too.

AUGIE [still mystified]: But I can see you. TOM: You can see us because you believe in us. We're your friends and because you know us you can see us.

HUCK: Sure we're just like everybody else; maybe I like fishin' a little more than most people but anyways we're real.

TOM: We can't do anything great or impossible like in the comic books and just because we are, everyday fellows like you, you think of us as being like you and so you get to like us.

AUGIE [light is breaking]: Yeah, I see what you mean. You're so real in books that you can come down and be with me anytime, because you do the things I do and think as I do and everything.

AMY [breaking into the little philosophical discussion]: It seems to me that if he has geography to learn, we'd better get started because we're flitting away a lot of valuable time.

TOM: Yep, we'd better get down to work with that geography.

JO: That's a capital idea. Where do we start?

HUCK: Are you sure you feel o.k. Tom, no burns or anything?

TOM: Naw, I'm o.k., I didn't even singe

my hair. The janitor pulled me out before anything could happen.

HUCK: O.K. Then we might as well begin.

TOM: Well, before I almost dropped out of print, I was telling Augie the difference between good books and poor ones.

AUGIE [proud to show off]: The good books are like meat and potatoes; they give you a good foundation for everything else.

TOM: Sure, that's it, we've got to read good books to grow on.

JO: Like Bacon said, "Some books are to be tasted, others swallowed, and some few to be chewed and digested."

TOM: Yep, that's it . . . you just have to be careful what you eat.

AMY: And the more books you digest, the easier it will be to study, because all good stories give you a background. Just look at Uncle Tom's Cabin. It tells a lot about the Civil War.

AUGIE [very happy, but worried]: But will I be able to find you always and all your friends to help me through my tests?

TOM [putting his arm companionably around Augie's shoulder]: You bet you will.

JO: Sure, you see, a good book is always your best friend, the same today and forever.

[Flub pushes Stub out onto the stage. Stub clutches the curtains and draws them together.]

FLUB, DUB, and STUB: Foiled again.

CATHOLIC EDUCATION—NOW

There are disturbing indications that boys and girls in their middle teens are deserting the classroom for the current high wages. Every boy and girl and every parent yielding to this temptation is instrumental in lowering the nation's intellectual level.

Education has been constantly assuming increasing importance. After the war, the government will, it has announced, make it possible for those in the service who have interrupted their education to resume it. The girls and boys in their teens today will have to compete in a world in which education is the rule and in which it is the passport to most kinds of employment. They should get all they possibly can, even at great sacrifice.

True education must be education of the heart as well as of the mind. There is no place in business or the professions for the best informed of persons if he is without character. Catholic schools, at least the equal of any others in the imparting of knowledge and the development of the intellect, exist primarily for the formation of character. No true Catholic will be satisfied with any but a Catholic education. — Catholic News (New York City).

In endorsing Religious Education Week (Sept. 24-Oct. 1), J. Edgar Hoover said that we must have education in religion, "Not a religion that is merely a method of worship, but a religion that embodies a creed and a code as well. The young boy and girl must believe in those truths upon which our freedom rests, and they must have respect for the laws which must exist to preserve it. . . . Religion reaches a part of man where sociology is ineffectual; it reaches his motives, his reasons for pursuing a way of life. In the last analysis, religion is the recognition of man's dependence upon a superior Being and his obligation to observe a higher law."

Aids for the Primary Teacher

The Value of Book Reports

Sister M. Edward, C.S.A.*

Have you ever let your third or fourth graders give book reports? Have you ever noticed the joy of the child who is allowed to get up and report on a fine book? You have missed something if you have not! A child's book report is one of the best ways to "sell" a book to the class. It was a delightful feeling the first time I heard one of my third graders say after a book report, "Arthur, may I have that book next?" Many times the reporter had to say, "I've already promised it to —." The joy that comes from good books is something to be shared.

But the reporter is not the only one who talks during a book-report period. The listeners should be allowed to ask questions too. It is an interesting experience to be present at a discussion of this type. Usually one question leads to many and may result in a desire on the part of the group to obtain more information on the topic presented.

A fourth-grade boy reported on *Fisherman Tommy* by Sanford Tousey. The report itself was given within four minutes, but the discussion was closed by the teacher in thirty minutes. Here are some of the questions asked:

"Did he sell any fish?"

"In what state did he live?"

A pupil from the group answered it by saying that, since the story took place on the Atlantic coast, it must be one of the states near that coast. Several of the youngsters went to the map and named the states along the coast.

"How can you make a lobster stand on his back?"

"How do they fish for swordfish, since they can't be caught in a net?"

"How many fish can get into a net?"

"How long is the net left under water?"

The last two questions were not answered satisfactorily, so the class decided to get more information from another source, as for example, an encyclopedia, science book, or other books about fish.

"How is the net pulled in?"

"How do they know when it is time to pull in the net?"

"How long is a swordfish?" One member of the class had seen a swordfish from four to five feet long. The class decided to bring pictures of swordfish to school.

"Is swordfish good to eat?"

"How long did Tommy stay with his uncle?" The majority of the class agreed that it was the length of his vacation.

"Did he want to go back home?" Various answers were given. Most of the class would have liked to see him stay with his uncle and follow his trade as a fisherman.

A third-grade boy reported on "Star Nose" which is found in the *Holiday Meadow* by Edith Patch. He selected this part because he has never heard of or seen a star nose. It took him 7 minutes to tell it to the class; it

took 25 minutes for the class discussion — till time for dismissal.

This strange creature in the *Holiday Meadow* fascinated the class. Two members of the class have seen a mole, but not a star mole. The very first question asked was: "Are moles harmful?"

"The moles are friendly but people don't seem to take to them, although the hunters like them." Some thought it was because of the strange appearance of these animals which repels people.

"Why doesn't he look up?"

The reporter was well acquainted with his material which made the answers given by him or other members of the class very satisfactory.

"Since the star mole has 22 feelers, he has very little use for his eyes."

"What does he eat?"

"How does he get his food?"

"How does he protect himself from other animals?"

"What animals are enemies to the star mole?"

"Where does he live?"

"How does he make his hole?"

"How deep does he make it?"

"If he is able to swim under water, must he hold his breath as we do?" This question was not answered satisfactorily. Some pupils volunteered to look it up in other science books.

"Where does she take care of her babies?"

"How does she take care of her babies?"

"Do they have fur on their body when they are born?"

"Is their fur valuable?" The majority of the class said that it wasn't.

During their summer vacation the children will look for moles especially for star moles.

I have found it to be a very practical help for pupils to have one or two books in their desk so as always to have access to them. Soon they will form the habit of reading their book when they are finished with any given work. After the habit has been established, it will not be necessary to remind the children of it. The teachers will find that this will eliminate disciplinary problems to a great extent.



ELEMENTARY ART

Sister Veronica, O.S.U., and Sister Jane Catherine, O.S.U., taught teachers courses in elementary art during the summer at Mary Manse College, Toledo, Ohio. In the Diocese of Toledo the elementary curriculum requires 60 minutes of art every week. Sister Veronica called attention to the fact that the curriculum and her text, *Art in the Catholic Elementary School*, are planned to give experience in art to all the children. Sister Jane Catherine said: "There isn't a child in the elementary grades who can't learn something from an art lesson. The idea is not to stress the training of professional artists, but to give all another means of expressing their ideas, as well as a greater appreciation and understanding of the works of art."

A Remarkable Shadow Picture

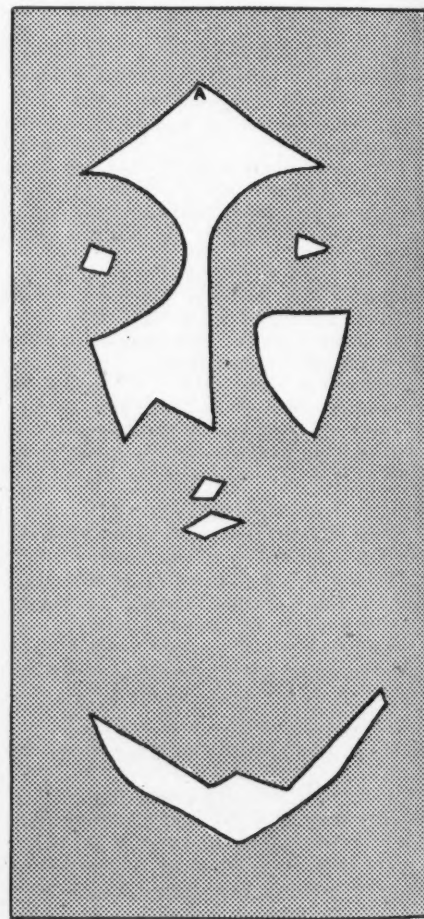
Bernard Wirth

Here is a reproduction of a cutout or stencil which I found between pages of my mother's Bible. I have no idea of the authorship of the device, but I am sure that many teachers and children would be glad to have a duplicate — and the project will prove fascinating for any school child.

I don't know exactly what to call it, but it may be described as a stencil to be used with light instead of paint or crayon.

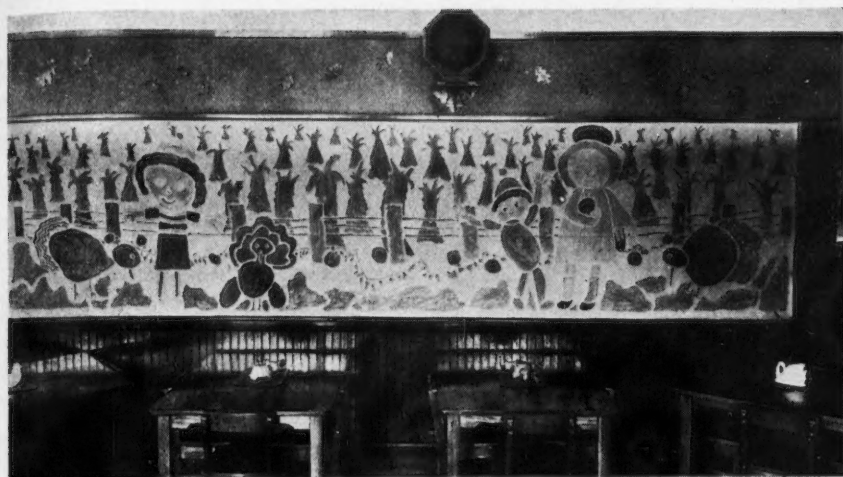
Make the stencil carefully. Trace this drawing on a sheet of paper 5 inches wide and 8 inches high. Any sort of paper will do, but we recommend black construction paper. The highest point "A" at the top of the drawing should be one and a fourth inches from the top of the sheet of paper and two and a half inches from either side. With a razor blade or very sharp knife, cut out the unshaded parts of this drawing.

When the finished job is held between a bright light and a wall (or other flat surface), a surprisingly vivid image of our Lord's face is projected upon the wall.



Cut Out the White Parts.

*Marian Collège, Sisters of St. Agnes, Fond du Lac, Wis.



The Thanksgiving Poster Made by Miss Altmann's Pupils.

A THANKSGIVING POSTER

Yvonne Altmann*

Have you ever made a stencil poster? If not, I am sure you will be surprised how effective a poster of this type can be. Use this very simple method to make one.

You will need a sheet of wrapping paper large enough to cover the space you will use for the poster. Another sheet of manila kraft or some light colored paper the same size as the wrapping paper that is needed. The rest of the supplies are scissors, crayons, stencil paints, and a stencil brush. You can substitute dry paint and a felt brush or even use just chalk for the medium.

Before you start to make your poster talk to your class about Thanksgiving. Ask them what they see outside in the country at this time of the year. You may have a poem or two to read to them about Thanksgiving. If you wish you can show them the picture of the poster we made.

Now to make the poster. Spread the wrapping paper on the floor. Choose different children to draw the different things. Before they start to draw, talk to them about perspective. Do it in this way: What looks larger to you, things that are close or things that are far away? Is a turkey larger than a child? Do that with everything that you will have on your poster. Then you will have everything just about the right size. After some children have drawn the things on the poster choose other children to cut out the things. Cut out the part that you want to have colored. These were the colors we used. The turkeys were colored brown and red, pumpkins orange with a green vine, corn stalks yellow and brown, grass green, fence black or dark purple, children various colors. Thumbtack the light-colored paper to the bulletin board and then thumbtack the wrapping paper which now is your stencil over it. If your poster is to be put on a wall or blackboard lay the light-colored paper on the floor and pin the stencil in place. With the medium you have chosen color or paint in the exposed parts. We used stencil paint (like a dry paint) and a stencil brush. If you can, it would work

much faster if you had more than one brush. As stencil brushes are expensive, you may have to do as we did and just use one brush. The children will take turns using it. When all the stencil area has been painted in remove the stencil. Your poster is done. Like it?

COOPERATION POSSIBLE

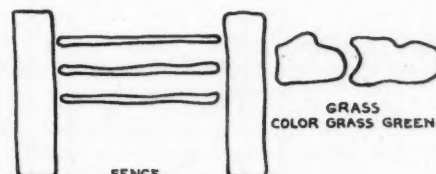
Outside of the Catholic faith there is a common ground where cooperation between men of good will is necessary and possible, namely, the preservation of the moral law in the political, economic, and international order. For example, we can be united for the defense of private property, for equality to all races, colors, and classes, for the betterment of working conditions, for freedom of conscience, for a peace based on justice, and for the hundred and one other moral requisites of a social order where men of good will can live short of a risk of martyrdom. It must, however, be understood that cooperation for the preservation of the moral basis of society must never be accepted as a substitute for religion."—Rt. Rev. Msgr. Fulton J. Sheen.



TURKEYS
COLOR TURKEYS BROWN AND RED

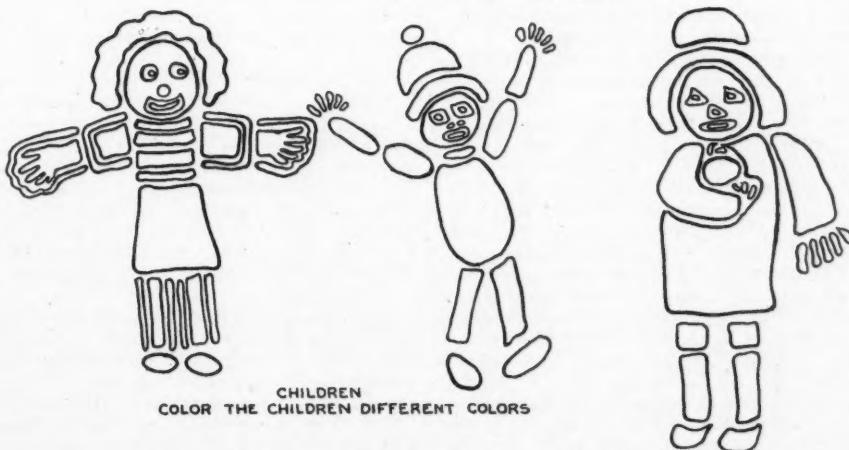


PUMPKINS ON THE VINE
COLOR PUMPKINS ORANGE
COLOR VINES GREEN



FENCE
COLOR FENCE BLACK OR DARK PURPLE

GRASS
COLOR GRASS GREEN



CHILDREN
COLOR THE CHILDREN DIFFERENT COLORS

Suggested Patterns for Thanksgiving Posters. Make the objects much larger than they are shown here.

*324 Parkway, Oshkosh, Wis.

A PRAYER FOR ADVENT

1. Dear Lord, there was no room for You in pal-ace, hut, or inn, Al-
 2. See, I will make a lit-tle crib All qui-et and, a-part, Where
 3. I'll sweep it clean of ev'-ry fault I'll make it sweet with prayer And

1. though You came to save the world From sor-row and from Sin.
 2. You can rest on Christ-mas morn With- in my lov-ing heart.
 3. then per-haps You'll like it so You'll want to stay right there.

Music by Sister M. Lenore, O.S.B., St. Joseph School, Dickinson, N. Dak.
 Words used with permission of the editor of The Torch.

THE SPELLING BLIND MAY LEAD

Sister M. Francis Assisi, C.S.A.*

Having a goal is important. Finding a means to arrive at the goal is even more important. The spelling aim which requires the establishment of a spelling "consciousness" has been one of my main concerns. I feel that if I discover a means of accomplishing that aim I shall have found the key to success in spelling. Recently, I found what to me seems to be at least a partial solution to the problem of developing a spelling consciousness.

Ordinarily, during the Tuesday and Thursday study periods, I had appointed as "helpers" pupils of whose spelling consciousness I could be reasonably sure. An explanation of the work of helpers will be necessary to explain my idea. After the pupils who are in the need-for-improvement group feel that they have learned their words, a helper goes with them to the blackboard and dictates the words in an informal test. If a word is misspelled, the helper at once calls the attention of the pupil to it and directs his immediate study of the word. On Thursday of this week without consulting me Ruth, who usually helps Mary, asked Jacqueline to help Mary. Jacqueline is one of the need-for-improvement group. I suddenly became conscious that Mary had at least four words misspelled in her list at the blackboard. Jacqueline was listlessly dictating

the words without the slightest attention to the misspelling. My first impulse was to rebuke Ruth for not doing her duty, when I suddenly realized that if Jacqueline could be made to detect the errors, she would be one step on the way to cultivating a "spelling consciousness." I spoke rather sternly,

"Jacqueline, you let Mary misspell four words! If you are acting as helper, you must correct her at once and help her to study the words."

The listless look left Jacqueline's face to be replaced by one of perplexity. She looked for a moment uncomprehendingly at the list on the blackboard, then at the list in the text, and back again to the blackboard. After she had comprehended the errors, Jacqueline became unusually interested in her work and watched Mary's writing most carefully. On Wednesday's test Mary had nine errors; and Jacqueline, seven. On Friday's test both girls scored 100 per cent.

I recognize, of course, that this is but an individual experience and cannot be validly asserted as a method of teaching "spelling consciousness." However, I do feel that it is an idea worthy of experiment. This week I intend to let the need-for-improvement group help one another. I shall supervise their work personally so that none may experience harmful effects should the helpers be deficient.

*St. Mary's School, Fond du Lac, Wis.

TEACHING ARITHMETIC

Arithmetic is a subject that offers a challenge to every teacher of every grade. To date the schools have not met it with sufficient resourcefulness. Throughout the school system and even on the college level our students are indicted. Products of a statistical age, of an age that guarantees to make school not only attractive but realistic and functional, our students still do not have what it takes. In a period of national crisis, when youth must measure up to the educational standards of schools of the army, navy, and of aviation, we are told that the elemental weakness and the inaccurate, halfhearted arithmetical processes of applicants are tantamount to a national calamity.

Why tell me? you ask. The answer is that a good education, like a substantial house, is built on a solid foundation. That makes you responsible. Today in your arithmetic classes you are teaching the accountants, the engineers, the statistical experts of tomorrow. Make arithmetic come alive. There is nothing dull about the business of living. Arithmetic is part of it. Dramatize it, if need be. Lead the child to see it as a power that has helped build the tallest skyscraper, streamline the train, launch the greatest ship, fly the fastest bomber, and shatter the barrier of distance, placing in the hands of men power to make or to destroy civilization itself.

You may regard this as one challenge too many. You still cannot escape the necessity of doing a better job with this important subject. Thoroughness, accuracy, and a logical method should see any teacher through. Grade your difficulties; be sure the child has mastered one before you pile on another. Teaching is not one explanation; it is a series. The real teacher, however, never lets the pupil in on her secret. In reviews she dresses up the old idea differently. Even her potential F.B.I. men fail to recognize the disguise. At the end of each lesson she takes stock; then she plans her sales for the next.

Nothing succeeds like success. While the speed and accuracy of the class should be kept on the increase, here as elsewhere, individual differences must be analyzed and something done about it.—*School Lore*, Superintendent's Office, Archdiocese of Philadelphia.



Christmas Seals Fight Tuberculosis. Buy them between Thanksgiving and Christmas.

New Books of Value to Teachers

Professional Attitudes Toward Religion in the Public Schools of the United States Since 1900

By Sister Mary of St. Michael Hubner, M.A., of the Sisters of the Holy Names of Jesus and Mary. Paper, 218 pp. The Catholic University of America Press, Washington, D. C.

This doctor's thesis is a timely, scholarly presentation of the recent growth and present status of efforts to remedy the deficiency in public school education whereby religion is excluded from the curriculum.

The introduction points out the fact that our present public school system without religion, which began about a century ago, was a radical departure from our pioneer educational system which was distinctly religious.

The author proceeds to review the diversity of opinion concerning religion in the school; the various solutions proposed for our present deficiency—nonsectarian religion, Bible reading; the influence of the teacher; discipline and studies; teaching morality as religion; and released time for teaching of religion.

In a special section, she describes various substitutes for religion in the public schools—experimentation and democracy; cosmic naturalism and social idealism; and character education.

Following the presentation of the varied proposals for religion or a substitute for religion according to the mind of secular educators, Sister Mary sets forth, definitely and clearly, the Catholic position which is satisfied only by a full-time Catholic school which integrates religion with our daily living and our thinking in all curricular and extracurricular activities.

The study is well documented by footnotes, and followed by an extensive bibliography and an index. While preserving the marks of scholarship, Sister Mary's study is written in an easily readable style that will appeal to both Catholic and secular educators.

Church and State in Education

By William C. Bower. Cloth, 103 pp. \$1. The University of Chicago Press, Chicago, Ill., 1944.

This volume represents a desperate attempt to reintroduce religion into the American public school system. It is held that what Horace Mann and his followers had intended was the exclusion of sectarian religious teaching, not the exclusion of religion itself. Purified of all sectarianism and denominationalism, "religion," whose pragmatic value in the processes of educating the whole man and of formulating personal and community philosophies of life is keenly appreciated, must slowly and indirectly regain its rightful place in American public education.

Church and state are social institutions that spring from the community, which is the ultimate social reality, and serve different functions in the community. The community as such, however, must assume, through the instrumentalities of the state, the responsibility for the total education of youth on a functional and nonsectarian basis. "The responsibility for inducting the young into their cultural heritage, including their religious heritage, and for cultivating religious attitudes and motives is first and last a social responsibility." Church-related schools must be pronounced failures on several scores, not the least of which is that they perpetuate the sectarianism of religion. The most authentic interpreter of the American way of life is the public school.

Though the volume contains a number of suggestive insights into various aspects of the problem, its faults are many and grave. It reeks of religious naturalism, liberalism, and relativism. It implicitly denies the divine and exclusive charter and mission of any historic faith. The community becomes an absolute and, in practice, totalitarian. Parents' rights in education are completely ignored. It totally overlooks the religious-educational experience and solutions of other democratic countries. The "religion" it advocates would be little more than scientism. It empties out the baby with the bath water. —Thomas R. Hanley, O.S.B.

The American Singer, Book 3

By John Beattie, Josephine Wolverton, Grace Wilson, Howard Hinga. Cloth, 204 pp., illustrated in black and white and in colors. \$1. The American Book Co., Chicago, Ill.

This is the third-grade music book in the new series of basal music books for kindergarten through grade six.

The method of developing rhythm sense is an especially strong feature of this volume, beginning with the natural rhythmic responses of the normal body movements. Melodic, harmonic, and theoretical aspects are presented as the children become ready for them. The songs, games, and rhythmic exercise (rote and note) are based on the experiences and activities of the children, and opportunity is given to encourage and help the students freely to express their own musical ideas.

Suggestions for teaching are included in the children's books, where they can be used cooperatively by pupils and teachers. A Teacher's Manual is available for each book, the Manual including general teaching directions and accompaniments for the rote songs.

Juvenile Plays

By Sister Mary Edwin, 4660 Harbord Drive, Oakland, Calif.

Teachers are always seeking suitable plays for Christmas and other occasions. Sister M. Edwin, S.H.N., has written a number of playlets which have been popular among elementary teachers. For Christmas she has: *The Christmas Candle*,

in one act (4 characters—mother, older and younger daughters, and little boy); *Mary's Little Son* (1 act—Jesus, Mary, child, mother, father, man); *In the Court of the King* (3 scenes—shepherd play with 16 characters and many supernumeraries); *The Boy Christ in the Temple* (3 acts—21 characters and supernumeraries). Other plays by Sister Edwin are: *The Immaculate Conception*; *In This Sign Conquer*; *The Fairy Rath*; *The Living Bread*; *The Robe of Christ*; *The Coming of the Light*; *Settled Out of Court* (a farce).

Home Geography

By Edwin H. Reeder and George T. Renner. Cloth, 142 pp. \$1.36. American Book Company, New York, N. Y.

This geography provides a study of the local community, beginning with the local public school and describing the economic, social, and political features of towns and cities. A final section outlines a study of community planning so arranged that children can apply the principles to their local situation.

The Mountain Book

By John Y. Beatty. Cloth, 239 pp., illustrated. 90 cents. Beckley-Cardy Co., Chicago, Ill.

An elementary-science reader for the fifth or sixth grade. Two boys and the author are exploring a mountain in Glacier National Park. Their conversation and the pictures tell the reader how mountains are formed, how they wear away, of what mountains are composed, of what use they are, and what we can learn from them. A book that teaches while it entertains.

Living Together at Home and at School

By Cutright, Charters, and Clark. Cloth, 191 pp., illustrated. \$1.20. The Macmillan Co., New York, N. Y.

This is a social-studies reader for the first grade—one of The Elementary Social Studies Series. The story content illustrates happy life at home and school, and teaches the children how people of various occupations help one another. The vocabulary consists of words common to standard basal readers.

Fun Learning Spanish

By Julie E. Weyse and Henriette M. Babin. Paper, 84 pp. The Julie Naud Co., New York 24, N. Y.

Julie Weyse is the author of the previously published "Fun Learning French" series. Henriette Babin, an author of French and Spanish plays, is head of the department of modern languages at Ursuline Academy, San Antonio, Tex. The book is planned as an elementary text-workbook, using a minimum of formal grammar. The explanations and the exercises are simple and a series of travel letters from Mexico, written in English, adds interest.

Form and Standards for Thesis Writing

By N. William Newsom and George E. Walk. Paper, 103 pp., octavo. International Textbook Co., Scranton, Pa.

A manual giving explicit information on how the content of a thesis is to be arranged and organized. Institutional policies; format, language practices; construction of tables, graphs, and figures; form and placement of citations, footnotes, and references; and the like are all called to the attention of the candidate who is writing the thesis, and samples are given in practically all instances.

Woodworking for Everybody

By John G. Shea and Paul W. Wenger. Cloth, 187 pp., octavo, illustrated. \$2. International Textbook Co., Scranton, Pa.

A book for the student in the junior and senior high school woodworking shops, as well as for the hobbyist, modelmaker, and home craftsman. The book is well illustrated, and tells an interesting story about wood and its many uses, explains what hand tools and equipment are needed by the shopworker, gives detailed instruction about the various processes, explains the use of woodworking machinery, gives some excellent safety-first hints, and offers a number of very fine projects.

THE WORLD IN BOOK WEEK

Book Week, this year, will be observed as Catholic, national, and international.

Catholic Book Week (November 13-18), sponsored by the Catholic Library Association, has for its theme "Read for a Better World." This theme, chosen as a result of a competition last spring, is aptly illustrated in the Official Poster, issued as a supplement, this month, by THE CATHOLIC SCHOOL JOURNAL. This Poster won the first prize in a contest sponsored by THE CATHOLIC SCHOOL JOURNAL.

To aid our schools in planning their program for Catholic Book Week, this November issue of THE CATHOLIC SCHOOL JOURNAL presents, in addition to a copy of the official poster, two suitable dramatizations and other articles on children's books and libraries.

The world, including our own country, is sadly in need of moral improvement. Many people feel no obligation to keep the Ten Commandments. That is why we have so many objectionable books and magazines which tempt young and old to sin. Fortunately, however, we have a large quantity of reading matter calculated to inspire us with lofty ideals—to make us good citizens of our country and good neighbors to all people of the world and to prepare us for eternal happiness in heaven. Let us "Read for a Better World."

Children's Book Week (November 12-18), sponsored by a national committee of all creeds, has also chosen a world theme; namely, "United Through Books." The large, official, colored poster, illustrating this theme may be obtained by sending 25 cents to Children's Book Week, 62 West 45th St., New York 19, N. Y. Laura Harris, director of Children's Book Week, tells us that England, Brazil, Russia, Nicaragua, Mexico, and Bombay, India, are joining us, this year, in observing book week.

New Books for Children

From Star to Star

By Eric P. Kelly. Cloth, 249 pp. \$2. J. B. Lippincott Company, Philadelphia, Pa.

A breath-taking glance at the lives and into the minds of the Polish students and professors at the venerable university of Krakow in 1492 is waiting here for the secondary school history student. Nicolas Copernicus who so bravely held new theories concerning the earth's place in the universe moves through the pages like a bright, inspiring light. Roman, a young student of law at the university, and the book's hero, furnishes adventure sufficient to make the tale of ancient times seem a recent reality. — M. S. B.

No Room

By Rose Dobbs. \$1.50. Coward-McCann, Inc., New York, N. Y.

This folk tale, dramatized here for the first time in print, is so absurdly impossible that it loses its strength and purpose through its incongruities. Elementary readers will be so immersed in the book's impossibilities that they will fail to sight the lesson of unselfishness which it attempts to teach. Illustrations by Fritz Eichenberg are charmingly informal. — M. S. B.

The Son of the Walrus King

By Harold McCracken. Cloth, 129 pp. \$2. J. B. Lippincott Company, Philadelphia, Pa.

Told with touching humaneness, the life of Aivik, the walrus of the Bering Straits will fascinate, amaze, and excite the junior high school reader. Harold McCracken has painted an unforgettable picture of wild Arctic life with painstaking attention to a myriad of details of the walrus' life and his fight for survival in the rugged and terrifying frozen lands. Lynn Bogue Hunt has illustrated the book dramatically and dynamically. — M. S. B.

Fuss 'N' Feathers

By Laura Long. Cloth, 227 pp. \$2.25. Longmans, Green & Company, New York, N. Y.

Here is inspiration a-plenty for the high school boy reader who longs to "hitch" his star to a real flesh-and-blood hero. This life of Winfield T. Scott, a military leader who participated in the War of 1812, in the Indian Wars, and in the Mexican War, is a tale of bravery, complete integrity, high adventure, and selfless devotion to country. It is a gem of minutely accurate American history. — M. S. B.

Glory Hallelujah!

By Katherine Little Bakeless. Cloth, 100 pp. \$1.50. J. B. Lippincott Company, Philadelphia, Pa.

Arduous research has brought forth this story of a song, The Battle Hymn of the Republic, for junior high school readers. The man who wrote the song, T. Brigham Bishop; Julia Ward Howe, who wrote the words; Willie Morgan who marched away to battle with the song ringing in his ears—all these and others concerned with the song's immortalization are described, excitingly, realistically, in a series of authentic and charming incidents. — M. S. B.

Two Young Corsicans

By Anna Bird Stewart. Cloth, 261 pp. \$2. J. B. Lippincott Company, Philadelphia, Pa.

Junior high school readers will find here, at last, an authentic and exciting picture of the little-known and oft-misunderstood country, Corsica. Written by one who has lived among and studied the Corsicans, the book has that flavor of reality which even a very young reader will sense. Episodes of high adventure in the life of Baptiste, the Corsican shepherd boy and Nappi, his pony, lure the reader from chapter to chapter. — M. S. B.

A Tale of Two Houses

By Caroline Dyer. \$1.50. McGraw-Hill Book Company, New York, N. Y.

Whimsical and brightly colored—though not outstanding—illustrations in this book should intrigue the 4-6 year old. Parents anxious to instill ideals of ideal family life into their moppets may object to Helen's unhappy existence with her

domineering parents. Real suspense and adventuresome action, both unusual in the very young child's book, bring *Tale of Two Houses* to a they-lived-happily-ever-after ending. — M. S. B.

I Had a Penny

By Audrey Chalmers. Boards, 44 pp., illustrated. \$1. The Viking Press, New York 17, N. Y.

An illustrated story in verse, telling what a little girl with a red purse and a penny saw on her way to the store and back home.

Riders of the Gabilans

By Graham M. Dean. Cloth, 191 pp., illustrated. \$2. The Viking Press, New York 17, N. Y.

An adventure story of ranch life in California, rich in local color and well written. The work and play of ranch life is the main impression. The shooting is part of the work of protecting property.

The Silver Fox Patrol

By Neil Boynton, S.J. Cloth, 267 pp. \$2. Longmans, Green & Co., New York, N. Y.

The Silver Foxes were Boy Scouts from St. Regis Parish in New York City. The author, who is a Scout Chaplain, knows his boys well. The boy who is lucky enough to get this book won't be tempted to buy comic magazines.

Forward Commandos!

By Margery Bianco. Cloth, 184 pp., illustrated. \$2. The Viking Press, New York 17, N. Y.

The neighborhood boys become commandos and other sorts of adventurers.

The Rooster Club

By Valenti Angelo. Cloth, 150 pp., illustrated. \$2. The Viking Press, New York 17, N. Y.

The adventures of a Boy Scout patrol. The Scouts are real boys who climb mountains so high that the beans won't cook up there. They are too much addicted to bywords.

Rabbit Hill

By Robert Lawson. Cloth, 128 pp., octavo, illustrated. \$2. The Viking Press, New York 17, N. Y.

The rabbits, foxes, moles, and many others talk over the prospects for the animals at the coming of "new folks" to the big house. The "folks," who turn out to be friends of the animals, teach us to live and let live.

In the Forest

By Marie Hall Ets. Boards, 42 pp. \$1. The Viking Press, New York 17, N. Y.

A picture book for very young children.

The Magic Monkey

By Plato and Christian Chan. Cloth, 51 pp., illustrated. \$1.50. Whittlesey House, McGraw-Hill Book Co., New York, N. Y.

An old Chinese "fairy tale" illustrated by the remarkable 3-year-old Chinese artist while his older sister tells the story.

Crazy Dog

By Leon Ware. Ill. by Morgan Dennis. Cloth,

71 pp., octavo. \$1.50. Whittlesey House, McGraw-Hill Book Co., New York, N. Y.

The story of a boy's loyalty to his blundering Airdale dog, how the boy came to offer the dog to the army, and the discovery of the reason for the awkwardness. The full-page illustrations are excellent.

The White Feather

By Merritt Parmlee Allen. Cloth, 202 pp. \$2. Longmans, Green & Co., New York, N. Y.

A story of Morgan's Raiders and the part played by Beauchamp Craigen, a boy from the Kentucky mountains who joined while traveling south to find his father's relatives in Georgia. He wonders why men fight in war against those they do not know. He understands how anger will prompt one to revenge a personal injury; although he seems to know that such conduct is wrong, when he has a scoundrel cousin knocked out and completely in his power, he just ties him up to gain time for his own escape on his beloved horse. Later, when the cousin has killed the horse, he wishes to kill the cousin (fighting against him on the battlefield). Here is a weakness in the morality of the story. The author might have given the unwary boy reader some kind of warning against the desire for revenge. With this reservation, the story may be commended as well told. It shows Colonel John Morgan and his officers as men of excellent character. Their enemies often judged them unfairly because of the human trash which the desperate southern officials assigned to Morgan toward the end of the war.

Walt Disney's Bambi

Adapted from Felix Salten. Retold by Idella Purnell. Illustrated by the Disney Studio. Cloth, 108 pp. 88 cents. D. C. Heath & Co., Boston, Mass.

This is the ninth book in the series of Walt Disney Storybooks for young children.

Legends of the United Nations

By Frances Frost. Cloth, 323 pp. \$2.50. Whittlesey House, New York.

These legends from seventeen United Nations have been well chosen and well written. It is unfortunate, however, that the author has seen fit to limit the scope of her collection by omitting the rich lore of Italy, Germany, and Japan. Many books dealing with particular countries have been serving to help cement sympathies with the allied nations, so that it seems a pity to have marred so good a collection by the omission of material that will later on be looked for in it. It is certainly a much more constructive thing to try to bridge over temporary differences (created usually in the case of nations by leaders rather than by the people themselves), than to widen the chasm that separates peoples. — S. M. E.

The Piper's Son

By Emily Barto. Cloth, 75 cents. Longmans, Green & Co., New York, N. Y.

Delightfully humorous illustrations give point and value to this reprint of the old nursery rhyme.



Catholic Book Week, 1943, at St. Joseph School, Halifax, N. S.

To help you train tomorrow's homemakers—

SINGER OFFERS THESE SUPPLEMENTARY SEWING SUGGESTIONS!



Teen-Age Sewing Classes at Singer Sewing Centers.* For girls 10 to 16. Your students will find our classes helpful if your curriculum does not include sewing—or if they wish additional training. Classes formed after school or on Saturdays. Special rates for teen-agers.

*Your Singer Sewing Center is listed in the telephone directory under Singer Sewing Machine Company.



Singer's Special Notion Department. Every Singer Center has a complete Notion Counter—where your students can buy sewing supplies. We've a complete selection—everything from thread to slide fasteners. Singer Centers also do finishing jobs—making belts, covering buttons, working buttonholes, monogramming, hemstitching!



Singer Repair Services. Keep the sewing machines in your school running smoothly . . . efficiently . . . with periodic checkups. Special rates to schools—including replacement parts!



Singer Sewing Guides. Many teachers find these valuable for saving time! Clear, detailed instructions. Helpful, step-by-step illustrations. Dressmaking and Home Decoration Guides; reg. 25¢ each—15¢ each when ordered in dozen lots. Make-Over Guide; reg. 15¢—10¢ when ordered in dozen lots.



SINGER

SEWING CENTERS

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Catholic Education News

EDUCATION WEEK

November 5-11

The N.C.W.C., Department of Education, 1312 Massachusetts Ave., N.W., Washington 5, D. C., will send to schools a folder with bibliography and study aids.

SIGNIFICANT BITS OF NEWS

Archbishop John J. Murray has called upon all priests in the Archdiocese of St. Paul to organize the laity in a program of adult education. He urged discussion clubs "to enable them to understand the problems that threaten the life of the Church everywhere and to be fortified with the knowledge and the spirit essential to neutralize the widespread evils of infidelity, skepticism, and irreligion that confront Catholics in everyday life."

A million-dollar education program for children of its members who died in the war has been adopted by the supreme council of the Knights of Columbus.

A recent report of the vicar general of the Brothers of the Christian Schools tells of the present happy condition of the Brothers' schools in Spain. "A few years ago," the report says "all our schools in Spain were closed. Many of our houses were destroyed and many of our Brothers killed. Now all of our schools and other institutions are open and enjoying unprecedented prosperity."

A model farm and experimental laboratory for rural problems is being organized by the Fathers of the Precious Blood, as a unit of the Institutum Divi Thomae, at Cincinnati, Ohio. The purpose is to prepare priests and laymen for rural leadership.

Rev. Howard Bishop, founder of the Home Missioners of America, Glendale, Ohio, is training priests to do missionary work in the 1000

counties of America in which there are no resident priests.

In awarding a history prize to Sister Isabel Rodriguez, Dr. Ricardo Levene, president of the Academy of History in Buenos Aires, Argentina, said that the civilization and conversion of the Indians of the New World was comparable to the "epoch of the advent of Christianity."

At the Academy of Our Lady, in Chicago, 100 School Sisters of Notre Dame, spending the summer in Chicago attending summer schools, gave 2000 hours of clerical work to the federal rationing program. The Sisters received a government citation "for devotion to our country's need in time of great national peril."

Commercial Academy, at Quebec, a famous old school conducted by the Christian Brothers, has about 1000 former pupils in the armed forces, about 75 per cent of whom are commissioned officers. More than 20 have made the supreme sacrifice.

PERSONAL NEWS ITEMS

Appointments

VERY REV. LAWRENCE KERICH, O.S.C., has been appointed vicar general of the Crosier Fathers in America, succeeding the late VERY REV. JOHN VAN DER HULST, O.S.C. Headquarters are in New York City.

BROTHER BONAVENTURE THOMAS, F.S.C., PH.D., is the new president of Manhattan College, succeeding BROTHER A. VICTOR, F.S.C., who becomes auxiliary provincial of the New York province of the Brothers of the Christian Schools.

REV. JOHN LA FARGE, S.J., is the new editor-in-chief of *America*, succeeding REV. FRANCIS X. TALBOT, S.J., who is now regional director of the Institute of Social Order. Father La Farge, a champion of Negro recognition, has been on the staff of *America* since 1926.

VERY REV. MSGR. MALACHY FOLEY is the new rector of St. Mary of the Lake Seminary, Mundelein, Ill., succeeding VERY REV. MSGR. REYNOLD HILLENBRAND, who is now pastor of Sacred Heart Church, Hubbard Woods, Ill. For 18 years, Msgr. Foley has been connected with the Quigley Preparatory Seminary, and, for nine years, its rector.

BROTHER ALFRED, F.S.C., is the new provincial visitor for the Christian Brothers' schools of the district of San Francisco. He is a graduate of St. Mary's College and holds an M.A. and a Ph.D. from the University of California, is vice-president of the Western Unit of the Catholic Education Association, and chairman of the Catholic Round Table of Science in San Francisco.

BROTHER FABIAN, superior of the Franciscan Brothers in charge of St. James Trades School, R.R. 1, Springfield, Ill., has been reappointed for a third term of three years, with special permission from the Apostolic Delegate requested by Bishop Griffin. During Brother Fabian's administration, St. James Trades School has made excellent progress in vocational and general education for boys.

MOTHER ST. THOMAS, who has been superior at Mt. St. Bernard Convent, Antigonish, N. S., has been named provincial of the Congregation de Notre Dame for the Maritime Provinces.

REV. EDWARD J. KAMMER, C.M., is the new vice-president of De Paul University, Chicago. Last year Father Kammer was dean of the college of liberal arts.

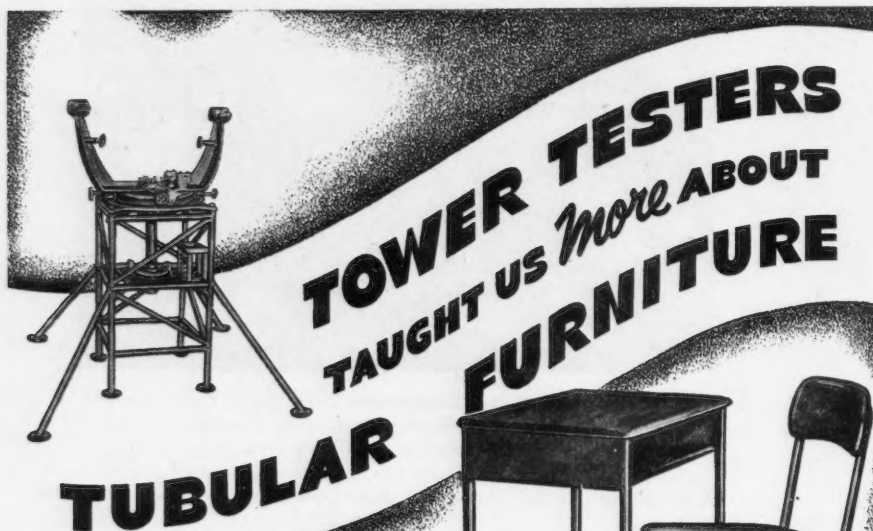
REV. MOTHER M. ANNA, C.S.J., has been re-elected as superior general of the Sisters of St. Joseph with headquarters at Watertown, N. Y.

SISTER ROSE EMMANUELLA, of the Sisters of the Holy Names, is the new superior of Holy Names College, Lake Merritt, Oakland, Calif.

REV. PAUL SCHNEIDER, S.M., and REV. BENARD J. BLEMKER, S.M., of the Society of Mary in the U. S., have been appointed director and chaplain, respectively, of the Rural Normal School for Men at Chupaca, Huancayo, Peru.

Jubilees and Anniversaries

REV. A. C. McLAUGHLIN, S.J., celebrated his sixtieth anniversary in religion, on Aug. 15, at
(Continued on page 20A)



ALTHOUGH Heywood-Wakefield has made no tubular furniture since the war began, our plants and skilled workmen have turned out more tubular steel products than ever before! In that way, we learned even more about tubular stock . . . how to build electronic communication equipment for the Army, and Tower Testers with which to check it!

• Our pre-war knowledge of tubular construction along with what we learned from Tower Testers, Troop Gliders, and Radar will come to light after restrictions on chrome, steel, and other metals are removed.

• Right now, Heywood is building its postwar tubular school furniture line . . . is getting production efficiency planned to a "T" for full scale operations. The postwar line will be something to wait for . . . something to fully justify Heywood's sound position in the school furniture field!



HEYWOOD-WAKEFIELD
School Furniture
GARDNER . . . MASSACHUSETTS



THE WORLD IS LOOKING TO YOUNG ENGINEERS . . .

Opportunities were never brighter for engineers. Immediately ahead of us lie new and ever-expanding opportunities for every type of engineering. All the world is looking to young engineers for trained help in putting into effect the vast plans industry has for the future.

We stand ready to help young men who are seniors in high school to make engineering their career.

Ten George Westinghouse Engineering Scholarships are offered each year at Carnegie Institute of Technology in Pittsburgh.

These scholarships normally cover a full engineering course plus the equivalent of two years of practical experience in Westinghouse plants.

However, under the wartime accelerated schedules, students attend Carnegie Tech in the summer time as well as during the regular school year. Work assignments at Westinghouse plants are temporarily suspended. Individual scholarship payments amount to \$1850.

Final selections are based on applicant's general ability, engineering aptitude and qualities of leadership.

Scholarship winners are under no obligation to work for Westinghouse after graduation, nor does Westinghouse make any promise to employ them.

Applications must be received by February 1, 1945. Send for full particulars now.

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Plants in 25 Cities Offices Everywhere

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A 16 x 10 1/4 reproduction of the picture above, suitable for framing will be sent without charge upon request.

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C.S.J.-114

Please send me application forms, and full information about the George Westinghouse Engineering Scholarships at Carnegie Institute of Technology.

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Catholic Education News

(Continued from page 18A)

New Orleans. On the same day, REV. LEO M. BELLOCO, S.J., celebrated his fiftieth anniversary.

☐ The Brothers of the Christian Schools of Ireland are celebrating the centenary of the death of their founder VEN. BROTHER EDMUND IGNATIUS RICE. The Holy Father has sent his good wishes to VEN. BROTHER PIUS NOONAN in Dublin, and on Aug. 29, 1944, the government of Eire will issue a postage stamp commemorating the death of Brother Edmund Ignatius.

☐ SISTER M. IRENE JACKSON, a Negro nun of the Oblate Sisters of Providence, celebrated her golden jubilee in religion, in Washington, D. C., last summer. Sister Irene spent all of her 50 years of religious life as a teacher at St. Cyprian School, Washington, D. C.

☐ SISTER M. MAGDALEN, O.P., celebrated her diamond (60 years) jubilee on Aug. 4, at Marymount Motherhouse, Tacoma, Wash.

☐ SISTER M. BERCHMANS celebrated her golden jubilee as a Sister of St. Joseph, at Mt. St. Mary's Novitiate and Provincial House, Bellingham, Wash., on Aug. 7.

☐ The Sisters of Providence, of Sacred Heart Province, comprising Washington, Oregon, California, and Alaska, held a golden-jubilee celebration for five Sisters at St. Vincent's Home, Seattle, Wash., Sept. 23. The jubilarians were: SISTERS MARY OF THE HOLY GHOST, ESTHER DOUCET, MARY VERONICA, STANISLAUS, and GERMAINE OF JESUS. At the same time, 26 Sisters observed their golden jubilee and six their diamond jubilee at Providence Motherhouse, Montreal, Que.

☐ The Benedictine Sisters at St. Scholastica Convent, Fort Smith, Ark., celebrated, on July 31, the golden jubilee of SISTER M. ANTONIA and the silver jubilee of SISTERS M. EVANGELISTA, M.

EMERENTIA, M. FLORENTINE, and M. GEORGIA.

☐ SISTER M. LOYOLA HOYDE, R.S.M., and SISTER M. IRMA O'BRIEN, R.S.M., celebrated their golden jubilee at St. Xavier College, Chicago, Ill., Aug. 15.

Requiescant in Pace

☐ BROTHER CLEMENTIUS, F.S.C., died at Ammendale, Md., Aug. 26, at the age of 87. A religious for 72 years, Brother Clementius was an educational authority and an expert in planning modern school buildings.

☐ PROFESSOR MANUEL FRACLE, noted linguist, artist, and botanist, has died at Washington, D. C., at the age of 94. He was a native of Salamanca, Spain, but has resided in Washington for 61 years. An expert on cacti and roses, his "Crown of Thorns," which he cultivated 50 years ago from the thorn bush of Jerusalem, is displayed at

Easter time in local churches and the U. S. Department of Agriculture.

☐ RT. REV. MSGR. JOHN J. DONNELLY, noted as an educator, died, Aug. 22, at Denver, Colo., at the age of 81. Early in the twentieth century, he devised a method of teaching mathematics to young children, wrote textbooks, and demonstrated his method at several universities.

☐ BROTHER BERNARD, C.F.X., died, late in August, at Mt. Hope Retreat House, Baltimore, Md., aged 83. He had been a Xavierian Brother for 64 years.

☐ SISTER M. PANCRATIA MESSMER, S.S.J., died Aug. 22, at Geneva, N. Y. She had been a member of the Congregation of the Sisters of St. Joseph for 61 years. For 31 years she was at St. Stephen's School in Geneva, part of the time as principal.

☐ SISTER M. FLORENCE RIELING, a Sister of St. Joseph for 33 years, died, Aug. 18, at Kalamazoo, Mich. She was supervisor of high schools in the Archdiocese of Detroit.

☐ SISTER M. THOMAS O'NEILL, C.S.J., died at Parkville, Conn., one day after celebrating her golden jubilee as a Sister of St. Joseph.

☐ SISTER M. MARGARET CARLEN, of the Sisters of Loretto, died, Aug. 23, at Louisville, Ky., aged 87. A native of Mobile, Ala., she had been in religion for 60 years.

☐ BROTHER FELIX, F.S.C., of La Salle Provincial House of the Brothers of the Christian Schools, New York City, died July 25, at the age of 75. He had been a Brother for 58 years.

☐ SISTER M. OSMUND WHALEN, a member of the Sisters of Charity, B.V.M., for 42 years, died Aug. 13, at Dubuque, Iowa.

☐ BROTHER ANASTASIUS, C.S.C., 64, died in South Bend, Ind., Aug. 22. A graduate of the University of Notre Dame, he had taught in high schools in Indianapolis, Ind., Evansville, Ind., and

(Continued on page 22A)



Catholic Book Week, 1943, at St. Michael's School, Milwaukee, Wis. This was a simple but effective exhibit. During the month which followed, the School Sisters of Notre Dame sold more than 400 books to pupils.

SHE KNEW WHAT SHE WANTED!



Mary had an old machine;
Its keys would skip and jerk.
And every time she typed her notes,
They muddled up her work.



Said she, "I want an Underwood ...
It's light and fast and neat.
Its touch is super ... velvet smooth!
Its work just can't be beat."



The light, quick touch she learned at school
No longer could she use.
She had to hit and hammer now,
And watch her P's and Q's.



He bought an Underwood ... and now
He's glad he took her cue.
It writes his letters better ... and
Will do the same for you.



Her letters turned out blurred and smeared,
They had her all perplexed.
Until one day she stamped her foot ...
She knew what she'd do next!



She took her problem to the boss,
And dropped it in his lap.
She screamed: "This is a total loss,
How can I type with that?"

Dear Boss:

Next time you sign your letters,
look them over carefully.

If your letters are not as neat as
they should be, don't blame your
secretary...it's probably her machine.

Get her an Underwood as soon
as they are available,* and watch
her work improve. After all, there's
a picture of you in every letter she
writes. And since your letters are
your personal representatives, make
every picture clean-cut and
appealing with an Underwood.



Our factory at Bridgeport, Connecticut, proudly
flies the Army-Navy "E", with star added as
a second citation awarded for the production of
precision instruments calling for skill and crafts-
manship of the highest order.

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* Underwood Typewriters are available now
subject to War Production Board regulations.

UNDERWOOD...WRITES A LETTER...BETTER!

Underwood Elliott Fisher Company
One Park Avenue, New York 16, N. Y.

Catholic Education News

(Continued from page 20A)

Watertown, Wis. He was born at Coshocton, Ohio. At the time of his death he was supervisor of St. Joseph Farm, Notre Dame, Ind.

PUBLIC SCHOOL RELATIONS

The New Jersey Supreme Court, on Sept. 13, declared unconstitutional the state law of 1941 which required boards of education to provide free transportation for children attending non-profit private schools if such transportation is provided for the public schools. Two of three judges rendered the decision. The third, Justice Heber, said: "I cannot accept the view that the mere transportation of pupils to private schools over a route already established for the conveyance of public school children constitutes a gift, donation, or appropriation of money by the State."

¶ In the Diocese of Albany, about 70 per cent of the parishes are participating in teaching religion to public school children on released time.

¶ In Kentucky, a 1940 law requiring school districts to furnish transportation to pupils of private schools was later declared unconstitutional by a state court. In 1944, the Legislature passed a law giving county fiscal courts discretionary power to use county road funds for bus service for any children attending school under the state compulsory-education act who live more than a "reasonable walking distance" from school where sidewalks are lacking. The latter law is now in operation but has not been considered by the courts.

¶ In New Mexico, facilities for vocational education of the public schools are placed at the service of pupils of Catholic schools, according to a recent announcement of Rev. Wm. T. Bradley, superintendent of schools for the Archdiocese of Santa Fe and Frank Wimberly, state director of vocational education.

¶ In Detroit, Mich., 500 applications had been received in September for enrollment in five technical and vocational schools of the Archdiocese. The classes are taught in public schools by instructors of the public schools according to a plan worked out by the school department of the Archdiocese. Three or four 45-minute periods in each subject are offered every afternoon.

Grade and High Schools

¶ A shortened education program has been inaugurated at Cincinnati, Ohio. St. Francis de Sales Latin School and Purcell High School together have accepted 30 boys of exceptional ability who have completed the sixth grade. The work of the grade and high schools will be so integrated that these pupils will be ready for college in 10 years.

¶ At New Ulm, Minn., Rev. Henry J. Scherer uses pamphlets, written by himself, to impress upon his parishioners the obligations of Christian education for their children. His school is overcrowded with 170 pupils in the high school and 425 in the grades. The first leaflet was entitled "Why Catholic Education." Other pastors are now using Father Scherer's leaflets.

¶ In Los Angeles, Calif., nine Catholic high schools shared in a donation of more than \$21,000 worth of history-teaching material presented to schools by the May Company—sets of the famous historical books, photoplays, and lantern slides prepared by Yale University to teach "living" American history. Rev. Patrick Dignan, archdiocesan superintendent of schools, accepted the gift for the Catholic schools.

¶ At Monroe, Mich., Monroe County's first high school for boys has been started with the ninth grade. Four Holy Cross Brothers from Notre Dame, Ind., with Brother Christian, C.S.C., as principal, are in charge of the school. Next year there will be a tenth grade.

¶ The Abbey School, a new Catholic college-preparatory school for boys, in charge of laymen, under the patronage of Most Rev. Maurice F. McAuliffe, has opened in Simsbury, Conn. Austin L. Whittey, formerly head of the Fernwood School, is headmaster. In the classrooms there are no desks. A small class sits around a table with the master. Special attention is given to a study of each student's general and special ability.

¶ At Parnell, Mich., Rev. Wm. J. Murphy, administrator of St. Patrick's Parish, who was formerly principal of Catholic Central High School at Grand Rapids, is making an heroic effort to render the small rural high school of his parish acceptable to the state. To gain necessary additional room for the school, Father Murphy has turned over the rectory for the Sisters' home and is remodeling their former quarters in the school building for classrooms. He will retain for himself a small apartment and office in the school building.

¶ At Detroit, Mich., the Brothers of the Christian Schools have purchased the building in which they have been conducting St. Joseph Commercial College. The name has been changed to St. Joseph High School. Both commercial and academic courses will be taught.

¶ The Christian Brothers are now teaching the senior boys' classes at St. Gregory's School, Oshawa, Ont.


¶ The Brothers of Holy Cross have taken charge of the boys' department of St. Thomas Aquinas School, Brooklyn, N. Y. Brother Venard, C.S.C., formerly director of St. Charles Boys' Home, Milwaukee, Wis., is principal.

¶ At Shubenacadie, N. S., Indian children at the Residential School, in charge of Father J. W. Brown and the Sisters of Charity, have their own pottery plant. They sell pottery at wholesale and retail.

PLANNING NEW BUILDINGS

The Catholic high schools of the St. Louis area are overcrowded and have been turning away students for lack of space. To remedy the situation, clerical and lay representatives of the 125 parishes, gathered in the Cathedral auditorium, made plans to raise \$1,000,000 for five new buildings.

(Continued on page 25A)




SEXTON

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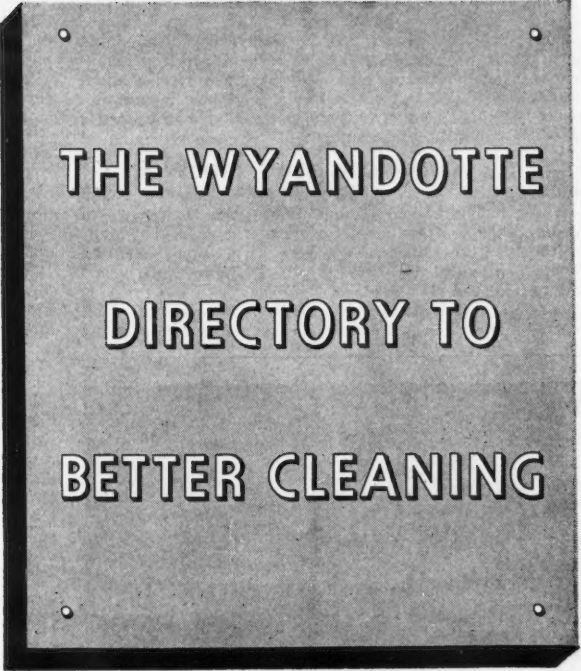


IN A CHANGING WORLD

In spite of changing conditions the quality of Sexton coffees has never faltered. You get the same clear cup, smooth flavor and rich body from every pound and the same liberal number of cups per pound, as you have always gotten from a Sexton blend. Sherman Blend—the exquisite guest coffee—is the result of Sexton's 61 years of specialized service, custom blended to your needs.




JOHN SEXTON & CO., 1944




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Catholic Education News

(Continued from page 22A)

ings—two in the extreme north and south parts of the city, two in St. Louis County, and one for Negroes. His Excellency, Archbishop Glennon promises to provide an additional \$1,000,000.

¶ St. Leo's Parish, San José, Calif., is conducting a drive for funds to erect a new church, school, rectory, and home for the teaching Sisters.

¶ St. John's Parish, in Iola, Kans., has purchased lots on which to build a parish school when materials are available.

¶ In Grand Rapids, Mich., Most Rev. Bishop Francis J. Haas has asked the members of the city's 16 parishes to donate \$750,000 in war bonds (Nov. 15-Dec. 7) for a fund to guarantee to every Catholic boy and girl in the city an opportunity to attend a Catholic high school. Central

Catholic High School has been crowded with 1200 students. To relieve this pressure, an annex for the ninth grade has been opened in ten unused rooms of a parish school.

¶ St. Francis Xavier University, Antigonish, N. S., which has done remarkable work in organizing cooperative associations, will receive about \$800,000 as the result of a drive now in progress. Non-Catholic residents in the city have formed a committee to assist.

CONFERENCE OF CHRISTIAN BROTHERS

The annual national educational conference of the Brothers of the Christian Schools, held at Manhattan College, New York City, July 28-29, was attended by 250 Brothers, representing 2000 teachers.

Panel discussions covered the college, high school, elementary school, welfare education, visual

aids, postwar planning, and extracurricular activities.

Projects recommended in the resolutions were: That steps be taken to investigate the program of preparation of religious teachers in view of postwar moral improvement.

That visual aids, vocational training, and extracurricular activities receive continued emphasis and study.

That special attention be given to child-welfare schools conducted by the Christian Brothers.

That further study be given to the revitalizing of the liberal arts with a view to a fuller adaptation in the postwar world.

Brother Agatho of Manhattan College was general chairman of the conference; Brother I. Damien of Christian Brothers' College, St. Louis, Mo., presided; and Brother Benildus, of St. Michael's College, Santa Fe, N. Mex., was secretary.

CONFERENCE OF HOLY CROSS BROTHERS

The nineteenth annual educational conference of the Brothers of Holy Cross was held recently at Notre Dame, Ind. The program consisted of the reading of papers, round-table discussions, and the report of Brother William, C.S.C., supervisor of the Brothers' high schools. Brother Edmund, C.S.C., Ph.D., professor of the classics at the University of Notre Dame, was elected president of the conference for a three-year term.

MILWAUKEE SCHOOL REPORT

There were 59,239 pupils in the elementary and high schools of the Archdiocese of Milwaukee last year, according to the recent report issued by Rev. Edmund J. Goebel, superintendent of schools. This was an increase of 2026. Both urban and rural schools gained, notwithstanding the fact that transportation difficulties prevented many children in rural districts from attending their parish school.

The superintendent and his staff have been studying the problem of the proper age for admission to the first grade. The report says that an analysis of failure in grades one, two, and three, over a period of five years, shows most of the failures among pupils admitted to school with a chronological age of less than six, although otherwise qualified mentally. The new requirement for admission to the first grade is a chronological age of six years with a mental age of six years and six months. For every month less than six years, another month is added to the mental age. Another means of reducing failures in the primary grades is the requirement of a prereading program of six weeks for all pupils, and more for those who need further development.

A regional office for the diocesan superintendent was set up in a school at Madison. The superintendent spends two days each month in this regional office.

Due to restrictions on travel, the annual archdiocesan teachers' institute was not held. Instead, there were 17 district conferences conducted by the superintendent and his staff. Classroom management and the teaching of language were the subjects treated.

FOR THE ALUMNI IN SERVICE

The efforts of the Catholic school to be a mother, father, brother, and sister to its former students now in the service of their country is well illustrated by the activities of students and alumni of Messmer High School (diocesan), in Milwaukee, Wis. The honor roll of this school has between 1200 and 1300 names of men and women. Of these, 32, to date, have lost their lives.

Those in service are remembered by the students at Mass, and the Mass generally is said for a gold-star alumnus. During the month of October, each day an appointed group of students recites the Rosary for former students in service. The school mails five or six hundred copies of its monthly newspaper to these boys and girls.

The alumni association has installed a vigil light in the chapel, dedicated to "the Mother of God, Our Lady of Messmer," to be kept burning for its

(Concluded on page 26A)

TOMORROW'S PLANS

ARE TODAY'S PROBLEMS

Sheldon

PLANNING ASSISTANCE

... can help you

School architects, administrators and teachers, aware of postwar educational imperatives, are basing school building designs on tomorrow's needs. In planning special rooms and selecting vocational and laboratory equipment Sheldon can be of unusual assistance.

Sheldon will also assist you in compiling budget estimates and writing specifications. Write today—request Sheldon Planning Assistance. Without obligating you in any way Sheldon Engineers will call and discuss your problems, ideas and plans.



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Kewaunee has applied to the production of Laboratory Furniture the same efficient designing and manufacturing principles which so greatly reduced the cost of fine Motor Cars. We call it the "Cut-Cost Plan of Unit Assembly." Investigate the advantages it offers whether your Laboratory requires a few pieces or carloads. In addition to outstanding values, you will be equally pleased with the smart streamlined appearance so noticeable in Kewaunee Equipped Laboratories. Write —

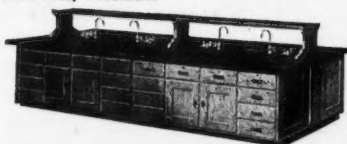
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BECAUSE—Arlington equipment is distinctively designed, carefully fabricated of finer materials, sturdily joined for hard usage and long life.

Ask to be listed for new
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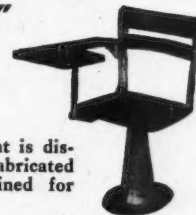


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Screens Especially Designed For School Needs

To Meet the Requirements of Every Type of Visual Aid Program

The new line of modern Radiant Screens, incorporating many new and special features, includes Wall Screens, Wall and Ceiling Screens, Table Screens as well as the Portable Metal Tripod Screen ranging in size from 20" x 30" to 20 feet x 20 feet and larger. These screens are sturdy, long-lived—easy to operate and they are available with the improved Radiant "Hy-Flect" Glass Beaded Surface that permits the projection of visual aids with greatly increased brilliance, clarity and contrast. Today—thousands of schools, universities, institutions, and government agencies use and endorse Radiant Screens.

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In addition to the "Hy-Flect" Glass Beaded Screen Surface—you will find many special conveniences and unique advantages in Radiant Tripod Screens. These include:

- 1. Automatic Clutch.** A positive device that permits instant raising and lowering of screen housing without the necessity of manipulating screws and bolts. So simple and easy to operate a child can use it.
- 2. Quick Tripod Release.** Tripod legs may be opened and closed quickly. They

support the screen in any position for wide or narrow spread without set screws or plungers.

- 3. Auto-Lock.** (Pat. applied for.) Just touch convenient button for raising or lowering center extension rod and screen instantly.

- 4. Convertible from Square to Oblong.**—for movies, stills or slides, Radiant square sized screens are convertible to oblong by merely raising screen to indicated position.

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GOLD MEDAL — "THE FINEST SCHOOL ART PRODUCTS MADE"

Catholic Education News

(Concluded from page 24A)

service people until "the lights go on again all over the world." They have a special prayer based upon this devotion. The alumni sends a leaflet to its boys in service, with brief resolutions for Christian and Catholic conduct in service, suggestions for being of spiritual and material help to companions, and very brief prayers.

TYPEWRITING CONTESTS

The National Catholic High School Typists Association has announced its thirteenth annual Every-Pupil Typewriting Contest for March 8, 1945. All that will be required for first-year students is a ten-minute copy test; for second-year students, a fifteen-minute letter test. For details write to: the director, Rev. Matthew Pekari, O.F.M.Cap., St. Joseph's College and Military Academy, Hays, Kans.

USEFUL PUBLICATIONS

• *Information on Cooking "Utility" Beef* is a useful and interesting booklet prepared by the home-economics department of the National Live Stock and Meat Board, 407 S. Dearborn St., Chicago 5, Ill. The booklet explains the difference between "utility" beef and other grades and gives many choice recipes. *Nutrition Posters*, six large colored posters, illustrating groups of foods rich in protein, calories, calcium, phosphorus, iron, and vitamins is offered by the same organization. There is also an illustrated booklet, *You and Your Engine*, which would be an excellent textbook on nutrition, but unfortunately, you would not want children to see the abbreviated attire shown in two or three of the pictures.

• *Follow Him*, by Fr. Howard Ralenkotter, C.P., is the moderators' handbook of Our Lady of Good Counsel Clubs. These clubs are vocational clubs for young women, modeled after the St. John Bosco Vocational Clubs for boys. Both clubs have been surprisingly popular and successful. In some girls' schools, about 20 per cent of the students join. For a copy of *Follow Him*, write to Fr. Howard Ralenkotter, C.P., Good Counsel Club, 5700

Harlem Ave., Chicago 31, Ill. There is also a *Vocational Club Handbook*, by Godfrey Poage, C.P., for directors of Don Bosco Clubs.

• *Health Education Materials* is an illustrated catalog of teaching material available from the National Dairy Council, 111 N. Canal St., Chicago 6, Ill. Some of the material described is suitable for classroom use.

• *Bibliography on Forests*. From the American Forest Products Industries, 1319 Eighteenth St., N.W., Washington, D. C., you can get a variety of booklets and posters. Ask for *A Bibliography of Study Aids*, which describes the material.

• *Pattern for Peace*. The Catholic Association for International Peace, 1312 Massachusetts Ave., N.W., Washington 5, D. C., offers, for 10 cents, *The Pattern for Peace and The Papal Peace Program* by Rev. John C. Murray, S.J., and the Ethics Committee.

• Among recent publications of the H. W. Wilson Company, 950 University Ave., New York 52, N. Y., are *Canada and the Western Hemisphere* (295 pp., \$1.25), a reference book, and *The University Debaters' Annual 1943-44*, (342 pp. \$2.25).

• The Association of the Junior Leagues of America, Waldorf-Astoria Hotel, New York 22, N. Y., has a set of 13 transcriptions compiled from books about various countries of the world. "Books Bring Adventure" is the general title of the series.

• *From the Shadoof to the Dominant Drive* is a well-written, illustrated booklet presenting the history of the development of power, beginning with the lever; the inclined plane, the wedge, and the pulley. The Multiple V-Belt Drive Association, 140 S. Dearborn St., Chicago 3, Ill., will be glad to send you this booklet.

Family Life in Christ

By Therese Mueller. Paper, 32 pp., 10 cents. The Liturgical Press, Collegeville, Minn.

This is Series IX, No. 6 of the Popular Liturgical Library. It calls for the renewed sanctification of the home and of home life, stressing the sacraments, the liturgical year, and a Christian consciousness of the family.

NEW MUSIC

The following have been submitted by J. Fischer & Bro., New York, N. Y.

Cantate Domino (1970) by G. O. Pitoni; *O Jesu Christe* (1971) by R. de Melle; *Tantum Ergo* (1972) by T. L. Vittoria. Choruses in octavo form. S.A.T.B. 15 cents each.

Three motets in the classic polyphonic style. None offers difficulties to the average choir. They are set in convenient pitch, are entirely serviceable, and will prove suitable material for beginners in polyphony. — J. J. P. *Missa Rosa Mystica*. For unison voice with organ, by P. Griesbacher, op. 124. Score 60 cents, voice 18 cents.

Like all of Griesbacher's later compositions, this Mass is thoroughly modern, bubbling over with restless tonality. The chromatics, however, as in Griesbacher's plain-chant treatment, occur mostly in the organ part thus giving the melody a tolerably sober appearance so as not to frighten weaker choirs. The composition is serviceable, but not of Griesbacher's best. The repetition of identical chromatic progressions becomes monotonous at times. — J. J. P.

Organ Accompaniment for Responses at High Mass, etc. Arranged by Philip G. Krekel. \$1.

This music is based strictly on the mechanical Neosolesmes chant rhythm. The best part of the 18-page quarto collection is the instruction of the pronunciation of the Latin. — J. J. P.

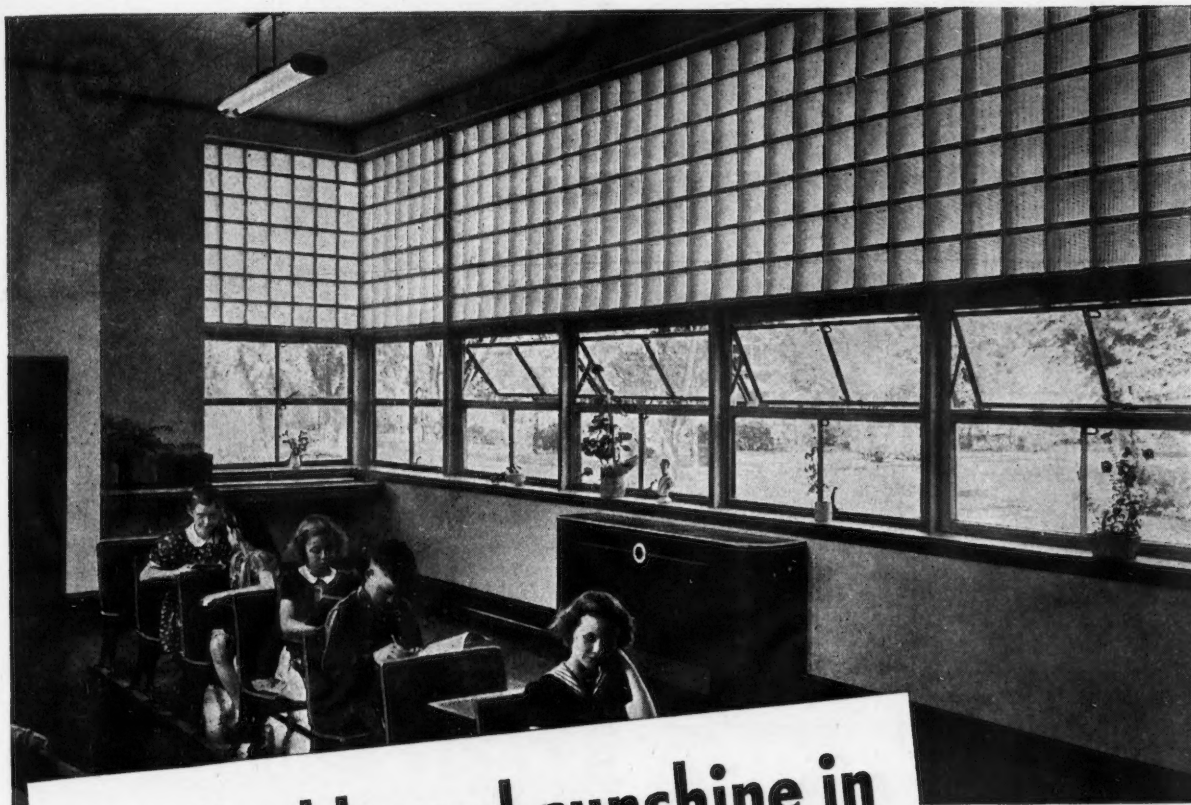
The Parish Organ Book. Part one: Preludes, Postludes, and Processionals, by Philip G. Krekel. \$1.

Like all of Mr. Krekel's organ music this collection is welcome. On the whole, these pieces are not as heavy as his *Musica Divina*; they are highly recommended. Such collections are not so rare. In fact we have a large and varied organ literature to choose from. The author in the foreword draws attention to a number of selections as suitable wedding music. In these lies his greater merit. All 25 numbers are written on two staves. Now, let Mr. Krekel give us a collection of 50 numbers, short and simple, versets, from 16 to 24 measures, with an indicated cadence at one half or two thirds of the way, for the vast number of "organ players" who must "perform" without hope of ever exceeding the level of beginners. These need consideration. — J. J. P.

The following has been submitted by the Zohlen Music House, Sheboygan, Wis.

The Joyful Organist. Fifty organ preludes by August Zohlen. \$1.

This is a collection of shorter and simpler pieces and in a lighter mood written by a practical organist for practical organists. The Catholic liturgy leaves little room for expansive organ work. The organ is essentially a filler and the need is for shorter pieces. This collection offers a solution to the problem. Many of these selections can be performed without pedals. — J. J. P.



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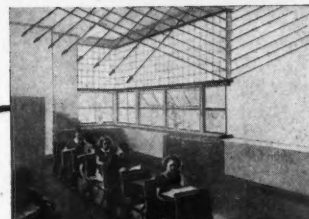
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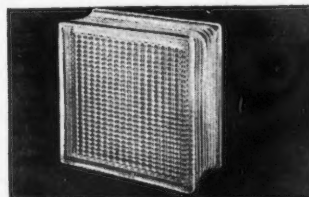
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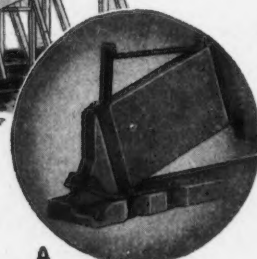
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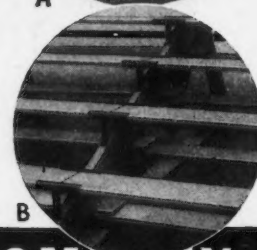
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B

New Supplies and Equipment

PHASE DIFFERENCE MICROSCOPY

A new increase in visibility through the microscope was demonstrated in the Cleveland meetings of the American Association for the Advancement of Science. The method was described some years ago, but equipment to make it practical has just been devised by men in the Research Division of Spencer Lens Company. It has been discovered that absorption may be as important or more important than retardation; and the new method involves the preparation and use of a wide range of phase disks of both positive and negative types, and improved methods for coating the thin films in the manufacture of the phase plate. Improvement in the visibility of many transparent materials and organisms is claimed. Many living cells, tissues, microorganisms, and industrial materials are so transparent that nothing can be seen when they are observed with the regular equipment. Due to the fact, however, that their internal structures usually do have differences in refractive index, these differences can be changed from phase differences to intensity differences. This is done by illuminating the specimen with a hollow cone of light and using a retardation plate within the objective. They can be observed or photographed in the usual manner.

Spencer Lens Co., Buffalo 11, N. Y.
For brief reference use CSJ—1110.

FILM, "ST. FRANCIS OF ASSISI" RELEASED

A feature film of exquisite beauty, with superb photography and a deeply moving story is the newly released 16mm. sound film "St. Francis of

Assisi." This highly acclaimed picture is a truly brilliant production centering about the life of St. Francis, from his birth to his death. The dialogue is in Spanish with English titles, 10 reels.

The twelfth edition of the Gutlohn Film catalog has just been issued—160 pages listing and illustrating more than 3000 entertainment and educational features and shorts available for rental or sale.

Walter O. Gutlohn, Inc., 25 West 45th St., New York 19, N. Y.

For brief reference use CSJ—1111.

WINKLER STOKERS

Automatic stokers are designed to service hospitals and institutions where savings in fuel and sustained even heat are the objectives. Winkler Stokers have been improved constantly and many refinements added. Anthracite equipment has been added during the past year to an already extensive line. Attractive literature, fully illustrated, may be had.

U. S. Machine Corporation, Mfs. of Winkler Stokers, Lebanon, Ind.

For brief reference use CSJ—1112.

QUALITY RECEPTACLES

Fibran products are the recognized standard the world over as receptacles for every purpose. Sturdy, dependable construction of case-hardened fiber and steel, they make not only attractive units finished in dark brown or olive but long-lasting ones for material and refuse handling. From the "cutie" baskets to the standard Monarch, wheeled box truck, there is a convenient receptacle for every use. Circulars illustrating all sizes are obtainable.

Fibran Corporation, Whitestone, New York (Long Island).

For brief reference use CSJ—1113.

GERMICIDAL LAMPS FOR SCHOOLS

How soon will schools join the march of progress for over-all disinfection of the air? In hospitals the active stage of experimentation can be considered closed. Every year, in the winter and early spring months, the health of school children receives the inevitable setback from contact with other children who are innocent carriers of bacteria that cause diseases of the respiratory tract. Furthermore, such diseases as measles, scarlet fever, whooping cough, chicken pox, and mumps often make their appearance after classroom contacts. It is now a well recognized fact that these infectious diseases are disseminated by means of air-carried, bacteria-laden liquid droplets and droplet nuclei. More than 50 per cent of cases of sickness in children are caused by diseases of the respiratory tract. Since *ultra-violet* irradiation in wave lengths of 2537 angstroms kills bacteria, a scientific means is now available to obtain sterilization of the air.

The Edwin F. Guth Company, 2615 Washington Blvd., St. Louis 3, Mo.

For brief reference use CSJ—1114.

AMPRO NEWS

Ampro has joined with General Precision Equipment Corporation—the largest manufacturers and distributors of professional 35mm. motion-picture equipment. Ampro policies will remain unchanged and the same management will continue administration of the enterprise. As manufacturers of a complete line of 8 and 16mm. precision motion-picture projectors and accessories Ampro serves home, industry, and education.

INSTRUMENT COURSE REOPENED BY BROWN

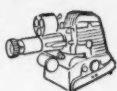
The 1944-45 industrial instrument maintenance and repair courses of the training school, Brown (Concluded on page 30A)



DeVRY Model 16-1966 Portable 16 mm. Sound-on-Film Projector

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Your new DeVRY was designed and built by those same skilled craftsmen who produced the famed DeVRY line of 35mm. motion picture sound equipment used in better theatres everywhere—the equipment that has made such an enviable record with the Armed forces... for the production of which DeVRY alone in the motion picture industry has received its third consecutive Army-Navy "E" Award for production excellence.

Get brilliantly clear, flickerless pictures, and rich, lifelike, unforced sound. Standardize on the motion picture equipment that is so simple, so durable, and so trouble-free, that an alert 12-year-old student can set it up, thread it, and operate it effectively.

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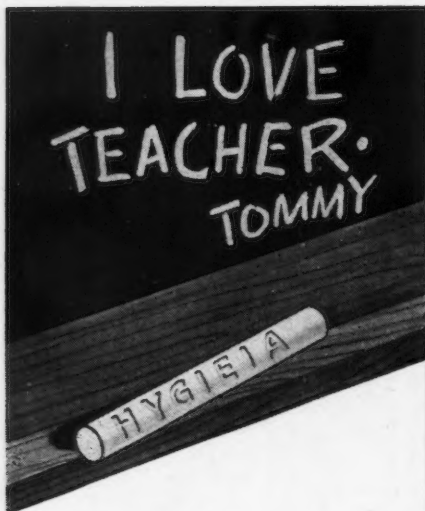
- ☐ DeVRY Sound-on-Film Motion Picture Projector.
☐ DeVRY Triple-Purpose Slidefilm Projector.
☐ DeVRY Motion Picture Screens.
☐ DeVRY Film Library; ☐ Kodachrome Slides.

Name..... Title.....

School.....

Address.....

City..... State.....



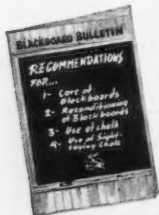
"I don't have to squint any more—not since Teacher started using HYGIEIA. I can see what she writes on the blackboard—'way from the back of the room!"

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New Supplies

(Concluded from page 28A)

Instrument Co., Philadelphia division of Minneapolis-Honeywell Regulator Co., has been started. The classes this fall will be attended to a large extent by personnel from customer plants. The course will continue until and including Dec. 22.

During the summer, the Brown school has been teaching representatives of the military personnel of this and allied nations. It has also had a large number of students who have been honorably discharged by the army and navy.

AUDIO-VISUAL AIDS FOR POST-WAR SCHOOLS

Wider use of audio-visual methods in teaching during the postwar period are foreseen by Paul Thornton, educational director of the R. C. A. Victor Division, Radio Corporation of America. "The successful use of audio-visual aids by the Army and Navy will add emphasis to the almost universal adoption of these aids in the nation's school system after the war . . . it is logical that the wartime results obtained by the armed forces will greatly accelerate the adoption of newer techniques in developing a more vital instructional program." Mr. Thornton added that R. C. A. Victor will enlarge audio-visual service to the educational fields.

NEW SALES HEADS FOR DITTO

Ditto, Inc. announces the appointment of R. J. Kirkpatrick, Jr., as Field Sales Manager, and Edwin G. Harrison as Printing Division Sales Manager. The creation of these jobs represents a continuation of Ditto's program of expanding activities now and in the postwar period. Both men are seasoned members of the Ditto organization.

LELAND W. SINGER

Many friends of Leland Singer, founder and head of L. W. Singer Company, Syracuse, N. Y., will be saddened by the announcement of his passing. Mr. Singer established his business after a few years of teaching experience which followed his graduation from Cornell University in 1917. A testimonial to Mr. Singer says of him, "As a teacher and leader he endeavored always to assist his fellow man." This urge was expressed during his college years at Cornell. In later years when wealth came to him he sponsored opportunities for many persons in and beyond his own business and into specialized educational institutions.

JUNIOR BROADCASTS

Philadelphia's Junior Town Meeting of the Air, on October 19, inaugurated its third series of Thursday-morning broadcasts over Station KYW, from 9:15 to 9:45.

The programs are presented through the co-operation of the public, Catholic, and private schools of Philadelphia. Rev. Anthony L. Ostheimer represents the Catholic schools on the committee. The project has the approval of Rt. Rev. Msgr. John J. Bonner, diocesan superintendent of schools. The programs for November are:

Nov. 2. What Are Some of the Social Problems Facing the Next President and Congress? Broadcast from Little Flower Catholic High School for Girls.

Nov. 9. What Are Some Economic Problems Facing the Next President and Congress? Broadcast from Kensington High School.

Nov. 16. What Should We Do About Our Army After the War? Broadcast from West Philadelphia Catholic High School for Boys.

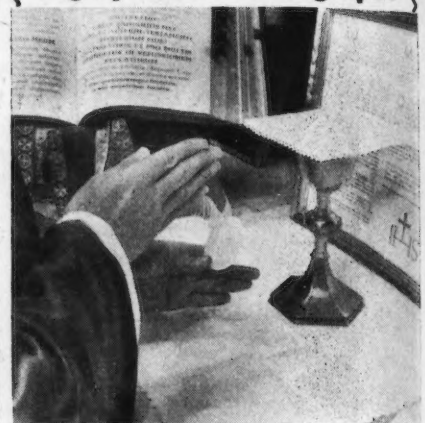
Nov. 23. Thanksgiving Day. Details to be announced.

Nov. 30. What About Federal Controls After the War? From Benjamin Franklin High School.

COMING CONVENTIONS

Nov., 1944. Catholic Library Association, Mid-West Unit, at Wichita, Kans. Sister Mary Petrona, Catholic Action Book Shop, Wichita, secretary. • Nov. 10-13. National Catholic Rural Life Conference, at Cincinnati, Ohio. Msgr. Luigi G. Ligutti, 3801 Grand Ave., Des Moines, Iowa, executive secretary. • Dec. 27-30. National Liturgical Week, at New York, N. Y. Rev. W. Michael Ducey, O.S.B., 606 N. Michigan Blvd., Chicago, Ill., executive secretary.

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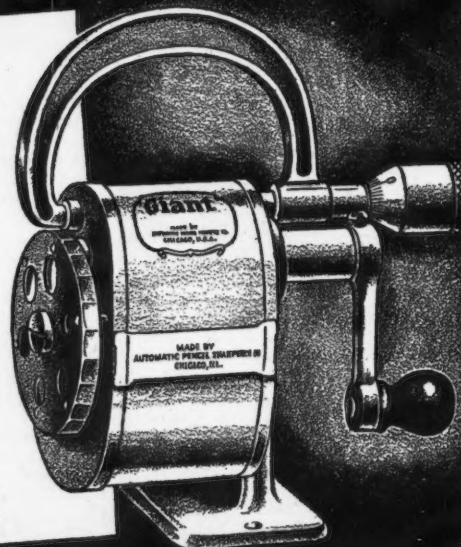
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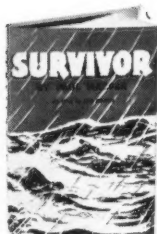
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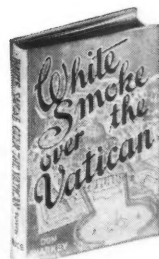
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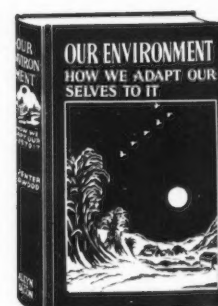
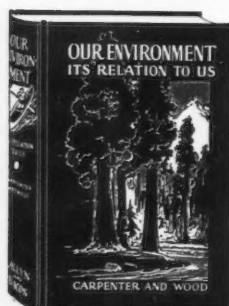
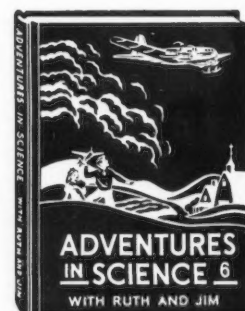
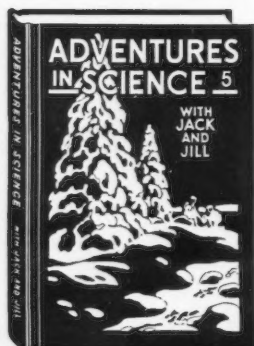
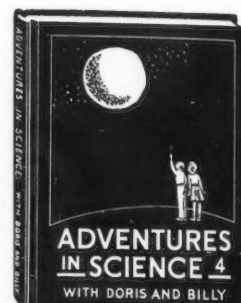
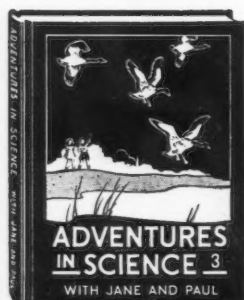
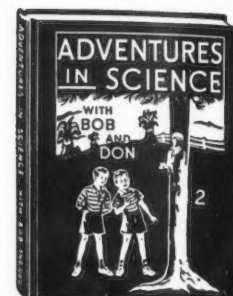
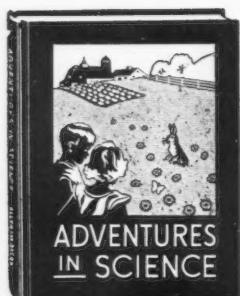
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The series, *Adventures in Science*, continues into the seventh and eighth grades with Carpenter and Wood's *Our Environment: Its Relation to Us* and Carpenter and Wood's *Our Environment: How We Adapt Ourselves to It*.



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Allyn and Bacon

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Chicago, 16

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